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A study of the audio-visual materials available for the teaching of social studies in the junior high school.

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A STUDY OF THE AUDIO-VISUAL MATERIALS
AVAILABLE FOR THE TEACHING OF SOCIAL STUDIES
IN THE JUNIOR HIGH SCHOOL

KEOUGH - 1950

A STUDY OF THE AUDIO-VISUAL MATERIALS
AVAILABLE FOR THE TEACHING OF SOCIAL STUDIES IN THE
JUNIOR HIGH SCHOOL

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BY

MARGUERITE ELEANOR KEOUGH

A problem presented in partial fulfillment
of the requirements for the Master of
Science Degree

University of Massachusetts

1950

FRONTISPIECE



A pupil-arranged Bulletin Board affords a varied learning experience.

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CHAPTER I
INTRODUCTION

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INTRODUCTION

Textbooks are an American institution, one which has grown to unprecedented proportions. In many ways, the American textbook made possible the rapid expansion of public education in the United States. However, at the present time American education should have passed its period of adolescence. New mediums of communication have been developed and knowledge of the processes of child development has been greatly increased. Expanding concepts as to the nature of the curriculum have brought about a realization that the textbook and the textbook lesson, valuable as they have been and important as they still are, no longer can be considered adequate as the sole source of learning experience and teaching procedure. Modern teaching methods in the social studies accent sight and sound. Films, recordings, radio and television are used to supplement textbooks and blackboards.

Background for the Study -- This report constitutes a study of the audio-visual aids materials available for teaching social studies in the junior high school. It is not an exhaustive list. Rather, it aims at compiling a list which will supplement a representative course of study. The writer, a teacher of social studies in the junior high school, has long felt the need of a compiled list setting forth a possible series of individual audio

as well as visual aids which would augment the unit-problem textbook material provided in the curriculum. The teacher's primary task is that of teaching certain topics or units. It is important to the teaching process that he make use of the various teaching aids and devices which have been found to be valuable. Outstanding among these are the audio-visual aids to teaching.

Teachers desiring to use any type of these modern sensory aids do not need to assume that existing courses of study should be thrown aside and that new units should be built up around particular devices. The wise teacher will use every possible aid which can be found but he will adapt it to his peculiar situation.

Traditional Type Social Studies -- The bookish and formalized methods and materials of the traditional teaching of history and geography provided an educational setting in which the pupil received nearly all of his learning through limited sensory experiences. The result was a great deal of verbalism resulting in a high percentage of "forgetting" which in turn was educationally wasteful. Some of the reasons for such forgetting were because the pupil did not: (1) see clearly what he was supposed to learn; (2) experience vividness of learning impressions; (3) feel the importance of this material; (4) relate it to his other knowledge and experiences; and (5) learn to use and apply it. It follows, then, that if the setting

for the lesson incorporates opportunities for learning through additional sensory channels, the retention of these experiences should be increased. A good audio-visual program provides these opportunities.

Traditional type teaching often substituted bookish, unreal, abstract material for real life situations. Learning thus mechanically acquired was almost always forgotten. The great weakness of this procedure lay in the fact that pupils were made to memorize general rules and concepts when they had not had the experience to understand them. Teachers fail their pupils when they do not encourage them to make better and better generalizations about the world and the life about them, philosophical, scientific, ethical generalizations which should be carefully made, logically developed and skillfully tested.

The question naturally arises, then, how may a student generalize concerning a situation occurring many years ago? Today we know that studying history does not consist merely in memorizing names, dates, and events of an unrelated character. We have come to realize that a knowledge of the past, its problems and its difficulties, its failures and successes form a pattern by which American citizens may hope to improve their present way of life in a democracy which they feel is the best type of government in the world today. Such a background may be acquired by mere rote mem-

ory but is closely associated with concepts gained only from first hand experiences which form the basis of the new trend in social studies.

School administrators entrenched in traditionalism, may continue to keep the motion picture and the radio out of school life, but they cannot keep these modern instruments out of the everyday life of the student. Today's pupil must be fitted to take his part in a changing world by learning at an early stage to intelligently select and evaluate visual and audio experiences which can change his attitudes or modify his conduct.

The New Look in the Social Studies -- The up-to-date social studies curriculum has been enriched immeasurably with powerful opportunities to learn by seeing, by listening, by doing, by being, and by thinking -- the five fundamental sources of learning that are not in themselves isolated experiences. They may be interwoven as a composite adventure. No one of them functions individually. Each contributes its share to a realization of the value of being intelligently alert. These opportunities so potent in the instruction of the social studies are to be found in the audio-visual materials now available.

Many forward-looking schools are now teaching social studies in an especially equipped room, called a "social studies laboratory" which is constructed so as to provide direct experiences in social science. The laboratory adds

the element of "scientific range" - providing a wide variety of experiences from direct and first-hand participation to the highly indirect and abstract.

A social studies laboratory will make extensive use of critical reading and discussions - but it will do other things also. The creative potentialities of the pupil will be developed. Realia and specimens may be displayed for observation; films, filmstrips and slides provide other experiences; and the still picture, critically analyzed will help to develop judgement. In operation, the social studies laboratory indicates how vivid, memorable learning may be promoted. The importance of concrete detail and varied sensory experiences effective in the teaching of social studies, has been proved by scientific measurements.¹ In addition to studies measuring the value of films,² attempts have also been made to evaluate field trips,³ picture magazines,⁴ still pictures,⁵ radio and recordings,⁶

(1) Wittich, W.A., and Fowlkes, J.G., Audio-Visual Paths to Learning. p. 34

(2) Wise, H.A., Motion Pictures as Aid in Teaching American History. pp. 22-96

(3) Price, R.H. "A Study of the Values of Field Trips," National Elementary Principal, XIII (1934) pp. 502-6

(4) Badley, T.T. An Analysis and Evaluation of Picture Magazines as Collateral Material in the Social-Studies Program of the Secondary School, Being a Master's Thesis, Ohio State University, 1938

and graphic materials.⁷ In general, it was found that these aids and materials were effective means of teaching and learning.

In order to more clearly understand the principle of using these aids it is important to realize some basic ideas which education has discovered. Mainly, that sole reliance on printed and spoken words, so-called verbalism, is inadequate for most teachers and most learners in most situations. Then, too, concepts are clear only if they are known, that is if all involved have the same conception. Words have a habit of getting in the way and making experiences less usable. It is incumbent upon the teacher to see that the student gets a clear mental picture since the most important thing in education is the building of correct concepts. Any aid or device which will help to build better concepts is a good teaching aid. Psychologists tell us we learn by "seeing", by "hearing" and by "doing" or by calling to the learning process a multisensory procedure. The problem facing teachers today is that verbal language is no

(5) Young, W.E. "Methods of Learning and Teaching", Review of Educational Research, XI (Oct. 1941) pp. 446-53

(6) Reid, et al, "Radio and Records in Education." Review of Educational Research, Vol. XII (1942) pp.305-22

(7) _____, "Growth in Reading Maps and Graphs and Locating Items in Reference Books", School Review, XLVII (December, 1939) pp. 759-66

longer sufficient; so other media of communication must be brought into the learning process - working with the real thing with responsibility for the outcome, that is the basis for all learning.

From time immemorial man has used the pictorial form to portray his ideas. Ancient man knew the value of the original and basic forms of the audio-visual aid. According to Roberts,⁸ "Visual education is a method of imparting information which is based upon the psychological principle that one has a better conception of the thing he sees than of the thing he reads about or hears discussed." In other words it is knowledge supplied through the "seeing experience." Visual symbols may be referred to as a shorthand for reality.

Audio aids mean those aids which increase knowledge by the hearing experience but are more particularly applicable to the newer devices such as radio programs, phonograph records, sound films and television. Touch, taste and smell can also be classified as channels for instructional aids. Hollinger⁹ suggests, "Perhaps 'sensory aids', or 'aids to perceptual learning', might be a more accurate term than any other expression used. However, at present audio-visual

(8) Roberts, A.B., "An Introduction to Visual Aids", School Activities, Vol. X, (January, 1939) pp. 212-14

(9) Hollinger, J.A., "Perceptual Learning," Educational Screen, Vol. XIX (February, 1940) pp. 49-50

aids seems to be the most appropriate term to use."

CHAPTER II

STATEMENT OF THE PROBLEM

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STATEMENT OF THE PROBLEM

This Problem is the gathering of audio-visual aids available for the teaching of social studies in the modern junior high school and the reasons for using them. The resulting lists of aids are not intended as a substitute for the teacher nor are they meant to supplant the textbooks, but rather these audio-visual aids are considered as educational devices by means of which the teacher is able to do much better the teaching he must do anyway.

The Need for an Available List of Audio-Visual Materials -- That audio-visual aids are valuable in the social studies has been scientifically proved.¹ But, are teachers using these aids? A recent study in the graduate school of Northwestern University, made to determine the kinds and frequency of perceptual experience provided in junior and senior high school social studies classes, found only limited opportunities for such experiences.² The group visited two hundred and twenty-seven classes and found that thirteen different kinds of perceptual experiences were provided with a wide degree of frequency. Conclusions drawn from the study were:

(1) Wittich, W.A., and Fowlkes, J.G. Audio-Visual Paths to Learning. pp. 96-101

(2) Park, J.E. "Are We Using Visual Aids?" Social Education, XII (April, 1948) pp. 163-65

1. More perceptual experiences are given during periods of class discussion than during the traditional type of class activity.

2. The most common type of perceptual experience was blackboard and the map.

3. Very few experiences are given through the means of the globe, field trips, slides, motion pictures, filmstrips, radio or recordings.

4. The use of the perceptual media seem to vary from teacher to teacher. This fact would seem to argue for in-service and pre-service training.

5. Observers report that many more perceptual experiences could be given with profit to the pupils.

The writer of this problem has long felt the urgent need for a compilation of the materials which would fit in with a general course for the eight grade social studies which the National Council on Social Studies agrees should be mainly the history of the United States.³ Such a listing would obviate the difficulty of searching for the proper material at the right time to augment the lesson.

Few teachers today question the necessity for using audio-visual aids in the classroom. The teacher's real problem is what to use, where to obtain the same, and how to get equipment to use it. The latter has proved to be an almost insurmountable obstacle to the classroom teacher. There must be some arrangement which would be a time and energy saver. The first answer to the problem is a basic

(3) Anderson, Howard R. Teacher of United States History in Public High Schools, Being a Report of the Federal Security Agency, Bulletin VII, (1949) p. 19

list of available materials fitting into the course of study to which new materials could be added from time to time. Second would be an audio-visual center in the school designed to get the materials and equipment for the classroom teacher. This problem is concerned mainly with available materials to use.

With this suggested list of materials all prepared and as audio-visual center to serve the needs of the classroom teacher there would seem to be little excuse for the failure of a teacher to use an aid that will help to do better a piece of work that must be done anyway.

Outline of Procedure -- This study of the audio-visual aids materials available for use in teaching of United States history in the junior high school is organized according to the individual aid which the teacher might use, film, exhibit and so forth, as applied to the unit-problem course of study explained in Chapter III. This representative course of study as given in Casner and Gabriel,⁴ is divided into ten large units or areas and a separate listing of all those aids found to be available is catalogued under each type. As an example, Chapter VII deals with the enrichment of the social studies through sound motion pictures. Using the ten wide units, all motion pictures of the proper grade level which it is felt will add to the learning situation,

(4) Casner, M.B., and Gabriel, R.H., The Story of American Democracy, pp. vi - 656

ILLUSTRATION II



USING THE MAP

Maps form a very important visual aid. These students freely use maps in their class discussions in social studies.

have been included in this motion picture section as well as the sources of such aids. This same procedure has been followed for filmstrips and slides, the museum, the field trip, exhibits, phonograph and radio recordings and transcriptions, flat pictures and finally television.

Illustrations are included to show the effectiveness of some of these aids on the learning process. In many instances students themselves, picture conscious, have taken, and have developed the photographs. Other pictures illustrate the creative ability of the students developed after much observation and research.

Methods and Materials -- The method used for this study was the normative survey method. More than one hundred catalogues, pamphlets, books and other lists were carefully studied for sources of audio-visual material in the social studies field. Special care was taken to eliminate all outmoded items. Assuredly, there will in the future be newer and even better material to add to these lists. The up-to-date school curriculum has been so immeasurably enriched with these powerful opportunities to accentuate the value of learning by seeing, by hearing, by doing that it seems almost impossible that there could be a teacher today who remains unfamiliar with the techniques of audio-visual materials. Hence in the study the writer has assumed in many instances that an elementary understanding of the basic elements of the audio-visual field is universal in the educa-

tional world.

The study is designed to provide lists of audio-visual materials that will be a help to the teacher of junior high school social studies, which because this field would be so broad, otherwise, is here limited to the topic United States History.

Particular attention has been given to materials developed during the period 1940-1950 for it was during this time that audio-visual instruction made its greatest progress. Owing to the intense interest of the Armed Services in these tools of learning, the public became much more multi-sensory-education conscious despite the fact that educators were using these aids long before World War II.⁵ Progressive teachers of social studies had long been anxious to see projectors, cameras, radios, record players, and the like, a part of school equipment. It cannot be denied that the war hastened that day. Since the resourceful teacher had been using drawings, paintings, sculptures, blackboards, models of a creative character, field trips and the museums, most of the space in this report has been reserved for motion pictures, records, radio programs, stereoscope sets, slides and television.

Modern audio-visual instruction is not a fad nor a frill but a most significant educational development. Despite its

(5) Miles, John R. and Spain, Charles R. Audio-Visual Aids in the Armed Service. Being a Report for the American Council on Education, 1947

phenomenal growth, it is not yet fully developed. A great deal of investigation and experimentation is still needed to provide well-balanced audio-visual programs for the schools. However, with the vast amount of material at present available the efficient history teacher will find great potentialities in this field for improving learning.

CHAPTER III

SOCIAL STUDIES IN THE MODERN JUNIOR
HIGH SCHOOL CURRICULUM

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SOCIAL STUDIES IN THE MODERN JUNIOR HIGH SCHOOL CURRICULUM

The more real we can make history the more vital it becomes in the life of the pupil. Verbalistic pictures of historical events and places however good within the area, often lack the desired concreteness of experience. Motion pictures, stereopticon and kodachrome slides, filmstrips, stereographs, dioramas and exhibits, all stimulate interest in the word pictures and make them real, human and alive.

Educators realize more than ever before, that the vigorous method of teaching social studies through audio-visual material, is needed in training for democracy and for an understanding of the interdependence of all peoples. When pupils see things from other nations and meet people whose heritage is just a little different from their own they soon begin to notice similarities in ways of living, similarities which should be stressed rather than concentrating on differences. National understanding, too, will take on new meaning when students of urban communities, through audio-visual aids become acquainted with rural areas which portray a different type of life.

If an objective of education is to develop the personality of the individual and fit him to live successfully and happily in a democratic society so that he may make his definite contribution to the whole, surely, the social studies, enriched by well-selected and related audio-visual aids, are

vital tools in accomplishing that objective. Through pertinent audio-visual material, students are challenged to discuss and interpret the significant factors in the life of the past as well as that of the present.

Soon in this area television and films will be combined in telecasts which will add their potency of combined auditory and visual appeal. History, vital with personalities which humanize it, will become more alive with color and drama. Maps are made to illustrate almost every item that might conceivably be dealt with in the social studies. Teachers should endeavor to have as many different types of maps available for use as they can secure. These maps, used as aids in visualizing this world in which we live, will help pupils to understand world conditions and will thus help in vitalizing the social studies lesson. Painters and sculptors have done much to enliven the social studies. It is well to let words make our historical records, as such, and then let paintings and sculpture supplement them as vitally and with as much beauty as possible, for art is a cross-section of history. Motion pictures have been proven, as scientifically as it is possible to measure, to be effective.¹ Reaching as it does, such a vast audience in both schools and homes, radio has the potentiality of tremendous

(1) Arnspiger, V.C. Measuring the Effectiveness of Sound Pictures as Teaching Aids, Being a Report of an experiment for Teachers College, Columbia University, 1933

usefulness in humanizing social studies.

Audio-visual materials, whether flat pictures, photographs, book illustrations, slides, filmstrips, dioramas or films, are now indispensable in the modern school. With the help of these audio-visual aids, social studies may give to students an understanding of the social and economic problems which contribute to conditions of the present and past. Through these same aids social studies foster a keener realization of the relation of one human being to another, of one nation to another.

The Unit-Problem Method -- In direct contrast to the traditional type procedure which attacked history from the chronological point of view regardless of association of facts, the modern curriculum treats the subject by the "Unit-Problem" method. The textbook,² which is actually the narrative of American history, is organized into large units each representing a significant understanding or idea and each an all-important part of the story of the development of American democracy. Unit I might be, "Europeans Acquire and Hold Lands in the New World". Thus it is seen that facts are not studied in isolated areas of chronological items, but are so arranged that they contribute to an understanding of one of the large units. Such ideas or concepts will re-

(2) Casner, M.B. and Gabriel, R.H. The Rise of American Democracy. pp. IX-XI

main long in the pupil's mind after isolated facts have been forgotten. But if these large unit ideas are to have meaning for the pupil, they must first be analyzed into their various aspects and then each aspect considered separately.

Therefore, the material in each unit is again sub-divided into problems or chapters, each planned to explain and illustrate one of those aspects. For example, as a background in Unit I the first problem might be: "Why did Europeans discover America rather than Americans discover Europe?" One may readily see then that thinking is necessary for making the concept clear. The pupil is taught to understand and to use general ideas. Ideas have been important in American History and the idea of democracy the most important of all.

The Junior II Social Studies -- Every survey of the social studies program has indicated the predominant position which junior high school courses give to elements drawn from United States history. Taught mainly at eighth grade level the emphasis is likely to be on the themes of westward expansion, social history and the simpler phases of economic development. This emphasis is in line with the recommendations made in 1943 by the Committee on American History in the School and Colleges.⁴

A course in American history for the junior high school

(4) Wisley, E.B. American History in Schools and Colleges, pp. 94-150

clearly differentiated from the typical senior high school treatment of the nation's history contains units whose contents are indicated by the titles: "The Exploration and Colonization of America;" "The Struggle for Independence and the Establishment of a Democratic Government"; "The Growth of Democracy"; "Westward Expansion"; "Industrial Changes"; "America Becomes a World Power"; and "Modern America".

In seeking to improve instruction in the social studies,⁵ in the junior high school the following procedure has been suggested to teachers of pupils at this grade level: (1) identify objectives in the terms of human behavior; (2) select learning experiences to accomplish these objectives regardless of how rigidly administrators hold to the old favored academic methods; and (3) evaluate its clientele both in and out of school to determine the effectiveness of its work. The increased emphasis on the teaching of United States history is revealed in a bulletin issued by the United States Office of Education.⁶ The United States history course, between 1933-34 and 1946-47, made a great gain in the percentage of pupils registered. Far more pupils are taking United States history both in grades seven and eight

(5) Hartley, W.H. "Audio-Visual Materials and Methods in Social Studies". Eighteenth Year Book of the National Council for Social Studies. 1947

(6) Teaching of United States History in Public High Schools, Bulletin 1949, VII Federal Security Agency

and in grades nine and twelve than any other social studies courses.

School requirements, at least in part, are responsible for the large registration in United States history. About ninety-three percent of the three year and ninety-eight percent of the four year high schools require pupils to take two semesters or more of United States history. But by far the great majority of pupils take one year of United States history in grades seven or eight and a second year in grades eleven or twelve.

Differences in emphasis on major periods in United States history are brought out. The median junior high school course allots 26-30 percent of the total number of days of instruction to the period before 1789. The median allotment to the period 1789-1865 is thirty-one to thirty-five percent. For the recent period, 1865 to the present, the figures are respectively thirty to forty percent.

Almost all courses in United States history make provision for current affairs instruction. Indeed in more than half of the courses in United States history such instruction takes place during a regular class period each week. The tendency is to allot about twenty percent of the total time to this phase of the work.

Outline of the Course of Study in United States History --

The following is the representative outline which the writer will use throughout the study for the eighth grade course of

study in United States history. It consists of ten large Units or areas of history, each sub-divided into problems. The number of problems in each unit varies according to the amount of experience necessary for an understanding and mastery of the concepts of each area. The problems as stated in the outline are basic ideas which will be developed by individual classes according to their abilities.

OUTLINE OF THE COURSE OF STUDY IN UNITED STATES HISTORY⁷

UNIT I -- EUROPEANS DISCOVER, EXPLORE AND COLONIZE LANDS IN THE NEW WORLD.

- Problem 1- European Explorers Discover and Claim Lands in the Western Hemisphere.
- Problem 2- Spain, Portugal and France Settle and Hold Lands in the New World.
- Problem 3- American Democracy Begins With The Founding of the English Colonies.
- Problem 4- The Manner of Life in the English Colonies Develops a New Kind of People.

UNIT II -- NEW WORLD COLONIES WIN THEIR INDEPENDENCE AND BECOME AMERICAN NATIONS.

- Problem 1- The Thirteen Colonies Unite to Resist England.

(7) Casner, Mabel B., and Gabriel, Ralph H. The Story of American Democracy

Problem 2- English Colonies Win Independence and Become the United States.

Problem 3- The Spanish, Portugese and French Colonies Win Their Independence.

UNIT III -- FREE AMERICANS ORGANIZE A STRONG DEMOCRATIC NATION.

Problem 1- A constitution for a Strong United States is Written and Accepted.

Problem 2- The New Government Wins Respect at Home.

Problem 3- The New Government Wins Respect Abroad.

UNIT IV -- AMERICAN LIFE BECOMES BETTER FOR THE COMMON MAN.

Problem 1- New Inventions Bring Both Benefits and Problems.

Problem 2- Jackson Says, "Let The People Rule."

Problem 3- Americans Seek a Better Life for All.

UNIT V -- AMERICAN DEMOCRACY GROWS STRONGER AS THE NATIONAL GOVERNMENT EXPANDS ACROSS THE CONTINENT.

Problem 1- The United States Acquires and Holds Lands Westward to the Mississippi.

Problem 2- The United States Acquires and Holds Lands West of the Mississippi.

Problem 3- Frontier Life Teaches Americans More about Democracy.

UNIT VI -- THE NATION DIVIDES AND REUNITES.

Problem 1- The Problem of Slavery Divides the Nation.

Problem 2- Democracy is Tested By the War Between the North and the South.

Problem 3- The North and South Are United Again in One Union.

UNIT VII -- THE UNITED STATES USES ITS RESOURCES TO BUILD A WELL BALANCED NATION.

Problem 1- Our Last West, The Great Plains, Is Settled.

Problem 2- New Machines and Great Resources Help Build Modern America.

Problem 3- Business and Labor Develop New Ways of Carrying on Industry.

UNIT VIII -- THE POWER OF THE NATIONAL GOVERNMENT GROWS TO MEET NEW PROBLEMS.

Problem 1- The National Government is Given Power to Reform and to Regulate (1865-1917).

Problem 2- Prosperity and Depression Raise New Problems for the National Government (1917-1941).

UNIT IX -- KNOWLEDGE AND THE ARTS ENRICH THE LIFE OF THE AMERICAN PEOPLE.

Problem 1- The People of the United States Grow from Few to Many.

Problem 2- The Rapid Spread of Knowledge and Education Strengthens Democracy.

Problem 3- The Arts Flourish and Enrich American Life.

UNIT X -- THE UNITED STATES BECOMES A LEADER IN WORLD AFFAIRS.

- Problem 1- The United States Broadens its Interest in World Affairs.
- Problem 2- The United States Fights for Democracy in the First World War (1917-1918).
- Problem 3- The United States Strives to Maintain Peace and Democracy in a Changing World.
- Problem 4- The United States Seeks to Unite the Western Hemisphere by a Good Neighbor Policy.
- Problem 5- The United States Fights for its Life and for a Free, Democratic World.

CHAPTER IV

THREE DIMENSIONAL AIDS

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THREE DIMENSIONAL AIDS

It is to be regretted that, to many people engaged in educational work, the mention of audio-visual aids immediately calls to mind the motion picture. To be sure that medium is an extremely important aid to teaching but it is necessary to bring into use in the classrooms of the country the three-dimensional aid as well, in the form of realia, models, and materials which give a more lasting impression.

In any class there is always a group with whom visual appeal will serve as the best method of teaching a subject. Another group may better be reached through the sense of hearing while others need to feel, touch, handle. Some will always gain understanding by merely reading their textbooks. The classroom is indeed a miniature world made up of different types of child-people. Whatever the abilities or intellectual levels of the students, there is some aid, which when properly used will enrich the subject matter. The best aid to use is the one which will give the greatest degree of reality to the lesson.

Realia -- Authentic Material -- Indispensable in the modern classroom is the three dimensional aid which may be referred to as multi-sensory since the pupil may not only see it with a sense of reality but may touch and handle the material which he is unable to do with a picture. Possibly the most valuable of this type of selection is that which the experts refer to today as realia or the real thing. The army

communications trainee received a realistic type of training while situated in a simulated dugout with the roar of aircraft motors and the noise of actual guns overhead.

Artifacts Accumulated by Students -- Indian Arrowheads, Civil War muskets, great grandmother's old spinning wheel, specimens of pewter, coins of another period -- these constitute the first-hand evidence which is so important to the teaching of history. Whenever possible an attempt should be made to gather as many relics or artifacts as is possible. As a teaching aid an arrowhead found in the locality which can be touched is much more valuable than a picture of the same, never forgetting the fact that the latter is more valuable than the verbal description. What greater appeal to the student imagination than to actually see dinosaur tracks on the banks of the river less than a mile away from his own school.¹

The Museum -- A Source of First-Hand Evidence -- The modern museum is an educational institution. It may be a community project or the museum may be an adjunct of the school, but in either case museums teach both children and adults, frequently in a voluntary manner. The museum should not deteriorate into a storehouse for aged objects but should maintain a high calibre of collections displayed and super-

(1) Survey of Signal Corps Training. United States War Department, Special Activities Branch, Historical Section, 1944, p. 57

ILLUSTRATION III



REALIA

vised by a qualified director. A local museum will exhibit articles and specimens, scientific and industrial, having a direct bearing on the community. The larger museum, such as the New York Museum of Fine Arts and the Boston Museum of Natural History now have available wide selections of pictures or exhibits which are lent to schools.

As a result of a cooperative study on the value of museums it was concluded that schools must eventually develop their own visual agencies which will produce materials and work cooperatively with existing museums.²

Most museums contain certain materials of our national tradition in which children and teachers take great pride. A museum must be looked upon as first-hand evidence of the growth of our democracy.

The Field Trip -- A Direct Purposeful Experience -- A field trip is a planned visit to a point outside the regular classroom. The field trip is more comprehensive than a demonstration since it offers an excellent bridge between school and life, a vital linking of the work of the school with the work of the world outside. Pupils are portable and may be taken to the learning situation, to visit reality. The field trip observes some of the earliest educational techniques, observation, discussion and meditation.

(2) Powel, Lydia. The Art Museum Comes to the School. p. 57.

The trip to and from the destination should form an excellent opportunity for democracy in action, observation of good group conduct rules as well as respect for others. Students learn that life is learned through living it. No amount of description could suffice for the field trip to the actual dinosaur tracks in the community presenting to the students the actual fact that such prehistoric monsters actually lived and travelled over the very area in which they live. It cannot be too often stated that the purpose of the trip must be clearly understood beforehand. It must be carefully planned and must have no vestige of the haphazard. Field trips indeed constitute a purposeful experience.

A study evaluating the field trip concludes that the carefully planned trip may result in clarifying beliefs which pupils hold as well as implanting a firmer faith in democratic principles.³

Exhibits -- Valuable Activities -- Lacking realia, we cannot discount the immense importance of models, dioramas and miniatures. The diorama, originating in the museums of the United States, is at the present time beginning to be used effectively in the classroom. It is defined as: "The miniature, three dimensional group consisting of small

(3) Raths, L.E. "Some Evaluations of the Trip". Educational Research Bulletin, XVII (October, 1938) pp. 189-208

modeled figures and specimens, with accessories, in an appropriate setting, and in most instances, artificially lighted. The scale and size of the group is variable; there is no standard shape; there is no limitation of subject matter, which may be realistic or imaginative according to what the creator of the group wishes to portray".⁴

The average diorama for classroom use is usually 12 inches high by 24 inches long by 12 inches deep and may easily set on a window sill, table or shelf. Small-scale dimensions have not proved a barrier to its effectiveness, but rather the three dimensional aspect gives it an illusion of reality. Although no statistical studies have been made to evaluate its usefulness there has always been a universal appeal in the miniature which children love. As developed by museums it usually consists of an oblong, box-like case with a curved background and a foreground on which are placed the figures and accessories. The combination of curved background and forced perspective is the process which creates the illusion of reality.

Teaching exhibits may range from the very simple type involving merely the visual, to those involving the tactile, olfactory, as well as auditory senses.⁵ The school tells the

(4) Cypher, I.F. The Development of the Diorama in the Museums of the United States. Ph.D. Thesis

(5) Dale, Edgar. Audio-Visual Methods in Teaching. p.158

ILLUSTRATION IV



A COLONIAL KITCHEN

A contrived experience in the form of a miniature colonial kitchen constructed in detail by Emily Morrison, pupil of Junior II Social Studies class. Overall size - 12" x 12" x 12" entirely three-dimensional. Photograph taken by Robert Zannoni, a pupil.

community something by means of exhibits. Pictorial exhibits, so valuable in history, may be arranged to illustrate the growth of cities, population, transportation and the like. Such exhibits attain their greatest potentiality when pupil-planned according to a few valuable suggestions.⁶

Editing Realia -- The Mock-Up -- Texts by their very nature cannot give reality to the past or present social scene. The alert teacher will augment these texts with as much material bordering the realistic as is available for the unit he is teaching. For it is this type of material which is a definite and important part of audio-visual aids, that becomes the motivating factor in the modern classroom. Frequently the direct experience cannot be provided and then it is that the teacher turns to the contrived experience in the form of the model or mock-up which comprises an extremely useful substitute for reality. A mock-up, as the term is used in the classroom is emphasized by intimate relationship between the device and reality, the workableness of the device. The mock-up differs from the model in that it probably does not look like what it is supposed to be but it does behave like what it is supposed to represent. A good example of a mock-up for the history class is a miniature radio broadcasting system which may easily be assembled by the

(6) Strache, George A. "School Work on Parade".
The Nation's Schools, Vol. 25, No. 5 (May, 1940) pp. 49-51

students in the class. It might be used for Current Events or "newsflashes", short dramatizations or even platform discussions of the topic under consideration. Students delight in such procedures in addition to the educative value of expanding the bands of experience for them. A mock-up might be made of the processes underlying the principle of canal systems when studying the unit of transportation. The skillful, thoughtful teacher will find no limit to the applications of this theory of the mock-up. Nevertheless, there is a note of caution which must be observed here as in all contrived experiences. Care must be taken not to confuse the pupil and elements which have been omitted must be carefully accounted for so that the real thing may be well understood.

CHAPTER V

BUILDING BETTER SOCIAL STUDIES
THROUGH CONSTRUCTION ACTIVITIES

CHAPTER V

BUILDING BETTER SOCIAL STUDIES THROUGH CONSTRUCTION ACTIVITIES

No other visual material offers more opportunity for student growth through active participation than do the creative arts. The construction of a poster, chart, map or graph enriches the student's experience with social studies subject matter. Especially are slow-learning students delighted to find their study thus made more definite and purposeful. The writer recalls a pupil having grave difficulty with reading and discussion who constructed a large activity showing Columbus at the Court of Queen Isabella which was a work of art from the intricate crown on the Queen's head to the lovely floor covering. Much research had to be done to accomplish this project but it was worthwhile in its accomplishment for it gave confidence to the individual in question. Few such pupils will produce graphic materials unless the necessary inspiration is furnished by the teacher. Many a social studies teacher who lacks artistic skill himself has been able to direct and utilize the skill of the students in the construction of posters, charts, graphs, models and specimens. Colorful graphic samples of pupils work will encourage other students to experiment with still other means of making social concepts graphic. When little or no creative ability has been indicated it is perfectly permissible to copy maps, charts and illustrations. However, the teacher will invariably find that the student who begins as

a copyist usually ends by attaching some element of himself, probably increasingly so, before the project is completed. Of course, entire originality is the ideal to be aimed at. Pupils and teachers can make their own pictures to add to those available through commercial sources. Significant places in the community may form an excellent basis for such a project.¹

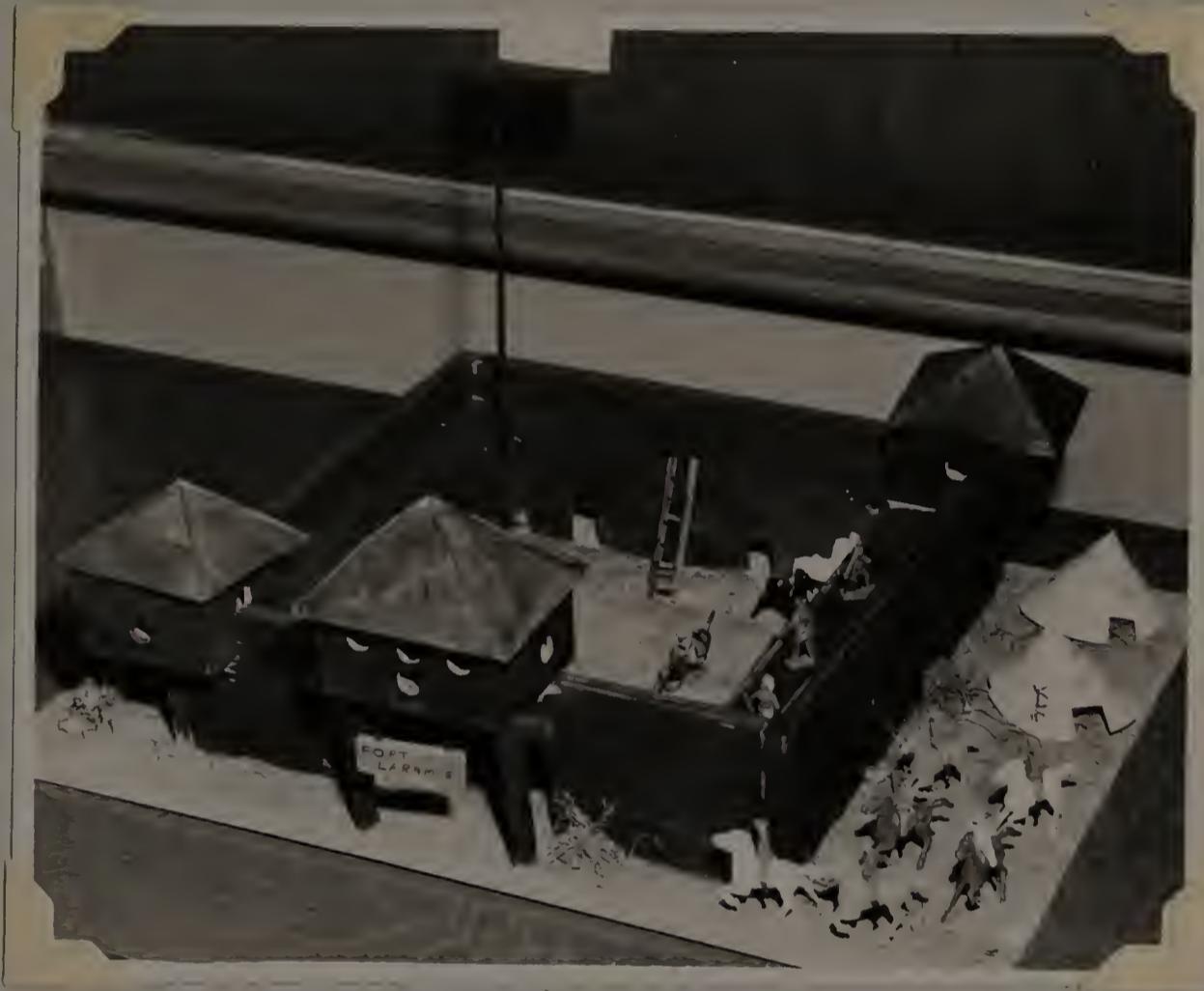
The Value of Charts and Graphs -- Graphs are an excellent example of integrating a program. Mathematics and social studies do not usually coincide as easily in other branches of both subjects as they do in the formation of graphs. Graphs add richness of content to the social studies program as well as growth in understanding and skill in quantitative thinking. The graph is a more or less accurate representation of quantitative data and is widely used to show comparisons, trends, developments and relationships. The most commonly used types of graph are the pictorial, line, bar,² and area or slid diagram. The "pictorial statistics" type of graph is most attractive, simple and therefore easily understood. It is valuable³ in giving general impressions of

(1) Dixon, D.I. "Community Resources Pave the Way". Educational Screen. Vol. 22 (February, 1943) pp. 47-51

(2) Washburne, J.N. "An Experimental Study of Various Graphic, Tabular, and Textual Methods of Presenting Quantitative Material". Journal of Educational Psychology, XVIII (September, 1927) pp. 361-76

(3) Wrightstone, J.W. "Conventional Versus Pictorial Graphs". Progressive Education, XIII (October, 1936) pp. 460-62

ILLUSTRATION V



A MODEL FORT

Pupils show creative ability by constructing their own models. This early colonial fort made completely of cardboard was made by Richard Morton of the Junior II Social Studies class. Photograph by Robert Zannoni, a pupil.

quantities for comparative purposes where accurate measurement is not essential. It forms a good visual aid for showing expenditures of government for different items. A more accurate measurement is not essential. It forms a good visual aid for showing expenditures of government for different items. A more accurate form is the line graph which incorporates the scale value idea and must be constructed from accurate figures. The bar graph, simpler to make than the line, shows its representation more easily. Both the line and bar graph are excellent mediums for showing population and area growth. The most commonly used area diagram is the pie graph. It may be colorful, with pictures superimposed and allows the greatest liberty in the creative field. It must be technically correct and should be artistically constructed to command respect and admiration. It is valuable for representation of government departments and the like.

The term "chart" is a general term which includes maps, graphs, tables, diagrams, and cartoons but to distinguish these we speak of a group as classification charts. These are analytical in nature. The three most commonly used types are the table, the genealogical, and the flow chart. A good example of the table chart is a chronological chart good for showing presidential elections, inventions, growth of income and the like. It should be readable and meaningful. The genealogical or tree chart shows growth and development such

as the acquisition of territory by the United States government. The flow chart shows organizational elements and their functional relationships such as a flow chart of the organization of the United Nations. All these types of symbolic representation have their proper place in instructional procedures in the history class.

Posters and Cartoons -- Illuminated Aids -- Posters have a very important place in our present day civilization. Any pictorial material large enough to be seen by the entire class is considered a poster. These posters represent the epitome of creativeness. Social studies posters should be directly related to the work going on in the class. Pupil-made posters represent the fusion of social concepts and measure the affectiveness of teaching. The value of this type of pictorial narrative in social studies is unlimited. The poster must be clear and easily understood. The illustrations may be drawn, painted or photographed with sometimes actually specimens attached.

Cartoons and posters are close kin in that a necessary element of each is the creative process. The cartoon, smaller than the poster, contains more humor by making use of caricature, satire, exaggeration. It tells a story of political or social significance. It may criticize, appraise or interpret.⁴ Cartoons are based on symbolism and may be

(4) Shaffer, L.C. "Children's Interpretations of Cartoons" Teachers College Contributions to Education, No. 429 1930

used to represent characters such as England and Uncle Sam. The understanding or construction of a cartoon demands of the student considerable insight into the social and political activity of the period represented, past or present. Cartoons add pleasant variety to the teaching of the social studies.

Maps -- "The Encyclopedia of Man's Existence" -- No better teaching aid for the development of spatial understandings is available than the map. When maps are used to express interspatial association of peoples and places they are being employed for what might be called their most important social purpose. Maps also present information about a region, or particular areas, as well as serving as a source of ideas. To use maps effectively as instructional aids in the social studies, it is necessary to discover how maps perform a variety of functions.⁵ The principal function of school maps is to reveal geographic, economic, climatic, political historical and other data for the sake of the pupils. Maps present condensed information of areas too large to be viewed or comprehended directly; consequently they are not only aids to learning but are the only means by which many factors can be presented for learning. Maps serve many functions. The most basic are to show: (1) loca-

(5) Wise, Gertrude E. "Do Formal Instructions in 'How to Read Maps' Result in Improved Ability?" Master's Thesis, State College for Teachers, Albany, 1938

ILLUSTRATION VI



A WORLD MAP

Students make their own maps (this one 54" x 46" in full color) which shows the pupil's ability to develop individual ideas. Constructed by Pauline Guisti and group and photographed by Michael Coffey of Junior II Social Studies

tion is shown with respect to latitude and longitude political boundaries and other phenomena; (2) arrangement is the pattern, place, shape of the phenomena making the map a type of picture; (3) area shows relation size and must present a true perspective; (4) relationships are presented in numerous ways -- in fact the map is a maze of interrelationships and the student should be trained to appreciate this fully; (5) varied data for ready and vivid comprehension forms a basic language involving vegetation, rainfall, social origins and the like; (6) changes of a political, geographic, social economics nature may be attractively depicted; (7) man-land associations may be illustrated by maps, for example railroad maps, distribution of population and so forth.

During the past few years new maps, globes and atlases have been published and these will be followed by projections of much greater value as soon as the post war world is settled. Today more than ever before a knowledge of the world is important and the global viewpoint must be encouraged and enlarged. The globe and the maps are our guides and our means of visualizing the "space qualities" of human relationships.

The teacher and student who wish to gain from maps their full story must put forth repeated effort. He who would learn from maps must first learn to read maps. While they are vivid and accurate aids to learning, maps like many other tools are not self-operating or self-revealing.

The Comic Book -- A Matter of Much Controversy -- Very

recently there mushroomed the phenomenal development of the comic book, a hundred million dollar industry, with the estimated circulation of seven hundred million copies read by millions of adults and children. Whether they are here to stay or not depends largely upon the use educators themselves make of them.⁶ One of the greatest controversial issues of the educational world today, it behooves educators to look upon them with a critical eye as to their detriment or beneficiality to our young people.

There is no doubt of the real dangers in comic books. Their crude art, with garish colors and generally cheap effect, can hardly develop aesthetic sensibilities in any desirable directions. But more harmful, are the social and human values emblazoned by the comic strips, with their fantastic "escapism" that may cause readers to become less adjusted to reality. Dr. Harvey Zorbaugh says, "somewhere between vituperation and complacency must be found a real understanding and use of this new medium of communication and social influence. For the comics are here to stay."⁷

Many hold that comic books are the enemy of good reading because they by-pass the originals and thus cause the

(6) Witty, Paul, and Coomer, Anne. "Reading the Comics in Grade IX to XII", Educational Administration and Supervision, XXVIII (May, 1942) pp. 344-53

(7) Dr. Harvey Zorbaugh, Journal of Educational Psychology, December, 1944

reader to lose the values of the great masterpieces. Blood, crime, and inhuman elements are greatly overemphasized. They point out the harmful aesthetic effect of the cheap publication - inferior printing, pulp paper, crude art.

In 1948 due to the avalanche of public criticisms directed at their publications the Association of Comic Magazine Publishers pledged a self-improvement program. Fourteen of thirty-four publishing companies agreed to confine themselves to "good wholesome entertainment or education" and outlaw those elements which were vulgar, illegal or harmful intellectually. This probably would be the best means of attacking the problem if the publishers remained really sincere about the same. But grave dangers of propaganda creep in here.

On the other hand the December 1947 issue of "The Nation's Schools" prints an article or news item concerning a survey of the effects of comic books upon the reading habits of children.⁸ Conducted by graduate students at Stanford University, the study concluded that there is no evidence to indicate that comic books undermine children's morals, spoil their taste for good literature or contribute to juvenile delinquency. As a matter of fact, the surveyors concluded that the use of the comic book format in the

(8) "Effects of Comic Books on Reading Habits". The Nation's Schools. (December, 1947)

presentation of reading matter to poor readers might be a helpful technic.

And what is the confused teacher to believe -- the teacher who has found the poorer student avidly studying about Whitney's Cotton Gin and even discussing it with him before class when said teacher has used every means at his command without success to interest said pupil in the same topic? Are comic books and strips educationally valuable? Many religious societies are now publishing their own comic books to combat the general trend. The writer knows of no scientific survey which proves whether such books are valuable educationally or otherwise.

The source list for maps, charts and globes may be found in the Appendix, on page 210.

CHAPTER VI

ENRICHING THE SOCIAL STUDIES WITH
SOUND MOTION FILMS

CHAPTER VI

ENRICHING THE SOCIAL STUDIES WITH SOUND MOTION FILMS

Someone has stated that, "One picture is worth 10,000 words." Although this generalization may not be entirely accurate, skillful use of pictures in social studies has resulted in more effective teaching than that accomplished by words alone. If a still picture is effective, it follows that a motion picture or a sound motion picture is even more effective. Research since 1940 shows conclusively that in subjects such as history, confronted with two great barriers to learning, namely, time and distance, films may be of incalculable value.¹ Through the combination of visualized motion and realistic sound, the film can overcome the limitations of time and space and help the social studies student understand the problems and contributions of other times and places.

Traditionally the teacher of social sciences was confronted with the grave responsibility of transferring concepts to the student mainly through the use of words. This type of teaching often substituted bookish, unreal, abstract material for concrete situations, and since the student of junior high school age has learned to read, verbalism becomes a real danger for he is quite prone to by-pass words which he

125 (1) Elliott, Godfrey M. Film and Education. pp. 40-

can read or pronounce but does not understand. Learning thus acquired mechanically is almost always forgotten, whereas rich experiences may be retained in the form of educational concepts.

The history student of today is fortunate in having so valuable a means of indirect observation as the motion picture. He could not accompany Admiral Byrd, for example, to the South Pole but he may view the actual motion pictures taken by Byrd's camera men. By means of the motion picture he may have first hand innumerable other enlightening experiences. This instrument is coming to be recognized as one of the most dynamic of all teaching aids. Progressive school administrators and instructors have long recognized the educational potential of the motion picture in social science classes, for they realize that the subject teacher has been handicapped in the past for firsthand, vivid, understandable, challenging and interesting historical information from which his pupils could derive valuable concepts.

It was due to the Second World War and the G.I. training program, with its attendant publicity, as well as a desire on the part of administrators and instructors to improve the educational experiences of boys and girls, that an unprecedented wave of interest in the use of motion pictures as well as other audio-visual aids swept the educational field.

However, it must be remembered that motion pictures are an aid to learning and must never supplant the alert class-

room teachers; the film must be thought of as a teaching supplement which will add realistic, clear cut, well organized background information which will increase the student's understanding of the history he is investigating. Undoubtedly, the film with the exception of television, is the newest tool for learning and educators cannot afford to remain indifferent to its existence.

Scientific Evaluation of the Historical Film -- A large portion of the social studies subject matter in the elementary, junior and senior high schools and at the college level has been probed. Charles G. Eichel in his survey, "An Experiment to Determine the Most Effective Method of Teaching Current History", demonstrated the unusual persistence of a visual image gained through a sound film in the retention of learning relative to current history.² According to Frances Concitt, the historical film gives life to the past by making historical characters come alive, giving background to historical events, recreating atmosphere and portraying life in motion.³ Such a film corrects, clarifies and simplifies previous knowledge. It portrays details not found in textbooks which are often taken for granted by the teacher. These

(2) Eichel, Charles G. "An Experiment to Determine the Most Effective Method of Teaching Current History", Journal of Experimental Education IX (1940) pp. 37-40

(3) Consitt, Frances, The Value of Films in History Teaching, pp. 22-58

films offer vicarious experience for children who have had no opportunities to travel and have no library or museum facilities.

D. C. Knowlton and J. W. Tilton reported seventh grade pupils in the experimental groups learned nineteen percent more with the aid of historical motion pictures (silent) and retained twelve per cent more than the control groups. They reported also that the general progress of the experimental group was slightly higher than that of the control group.⁴ This information is significant because it establishes the fact that progress was not made at the expense of the work regularly covered during the school term.

As in the case of the silent film the educational sound film has been conclusively proved an asset to the classroom method. Eichel⁵ concluded from his findings that the advantage of sound films lies in the degree to which the audio-visual images persists over long periods of time in the child's mind. He stated that the sound film assists the child by helping him retain concepts and information which he has viewed and heard. Wise⁶ found that the results of

(4) Knowlton, D.C. and Tilton, J.W. Motion Pictures in History Teaching

(5) Eichel, Charles G. "An Experiment to Determine the Most Effective Method of Teaching Current History", Journal of Experimental Education IX (1940) pp. 37-40

(6) Wise, H.A. Motion Pictures As An Aid in Teaching American History

his studies indicated that the use of the motion picture in teaching history can and does increase the amount of information which the student possesses.

Eichel reported that the advantage of the sound film used in connection with the teaching of current events was shown most conclusively ten days, ten weeks and a year after the film was seen. Roulon⁷ stated that in terms of retention, the results of his experiment indicated great superiority for the film technique. On the basis of delayed tests which measured retained information, he showed that the experimental group averaged thirty-eight per cent higher than the control group. Consitt⁸ found that the talking picture made distinct contributions to the learning of pupils of below average intelligence and that backward children seemed to derive the greatest benefit from films although certain groups of better students apparently benefited equally. This should be qualified by saying that, while some sound films may be of greater benefit to low rather than high I.Q. groups, the content, purpose and technique of the film make this a question which can be answered only on the basis of specific cases.

(7) Roulon, P.J. "The Sound Motion Picture in Science Teaching". Harvard Studies in Education, X (1933)

(8) Consitt, Francis. The Value of Films in History Teaching

Consitt⁹ found that the films aroused interest, stimulated intellectual curiosity and imagination, gave such pleasure to children that this technique made history more meaningful to them, and, contrary to commonly held opinion, did not allow them to become mentally lazy but rather stimulated them to discussion and class participation. Knowlton and Tilton¹⁰ found that viewing well constructed educational motion pictures stimulated voluntary reading. During the course of their experiment they kept a record of voluntary reading and found that the use of the films produced greater pupil participation in class discussion and stimulated pupils to read more supplementary materials. Films were found to be valuable in the introduction of detail, atmosphere and background, and therefore stimulate the student's imagination and thus lead him to think critically and individually concerning the problem shown in the film. Information gained in films helps children to make wise decisions and observations relative to social conduct events and modes of behavior. Although of themselves motion pictures do not develop critical thinking, they do provide experiences particularly rich in opportunity and material for such development.

As to the preferential effectiveness of sound over si-

(9) Ibid. p. 39

(10) Knowlton, D.C. and Tilton, J.W. Motion Pictures in History Teaching. pp. 51-96

lent pictures, Hoban¹¹ says: ".....much like the question whether students learn more from films than from books. It cannot be satisfactorily answered because it is not a valid question. Pictures have one role and words another. The better question is 'Does the subject shown in pictures require dialogue or sound effects, or need to be tied together, explained or interpreted in words?'"

Pupil Preference -- Wittich and Fowlkes¹² in their extensive statistical experiment found some very interesting conclusions. All the evidence both subjective (pupil response) and objective (statistical analysis of scores) established the value of adequate anticipation with educational sound motion pictures. Children's primary interest in historical motion pictures concerns how other people live, work, dress and their social customs. Students are highly impressed by the clarity, vividness and speed with which the films present new material and new concepts. Reading grade is correlated with level of performance as measured by the pupils reactions to the tests on the experimental factors. The correlations vary widely and show that on various films, reading ability may influence performance from one to seventy-nine per cent. Children with a low I.Q. and those with a high

(11) Hoban, Charles F., "Focus on Learning", American Council on Education, Committee on Motion Pictures in Education

(12) Wittich, Walter Arno and Fowlkes, John Guy. Audio-Visual Paths to Learning

I.Q. seem to be motivated equally and to learn to a comparable degree from educational sound films. Finally, children not only like to learn via motion pictures, but find that the Learning Guide which accompanies the film makes the process more interesting, easier and more lasting.

Selecting Films -- The teacher who has decided that a film is necessary is immediately confronted with the question of how to go about selecting the best film for the occasion. This teacher has certain equipment available, knows how to operate the equipment but realizes that some one film must be chosen from the many available. He needs something currently and makes a choice by the time-worn approach known as "common sense".

Common sense is not enough. Films cannot be selected in such a subjective fashion. Careful evaluation of visual aids, followed by an adequate dissemination of the results, will eliminate much, if not all, of this increasingly annoying problem. Teachers in America are drowning in a great flood of audio-visual aids, much of which undoubtedly is of immense value, while others are probably utterly worthless if not actually harmful. Something more should be done and an increased attempt should be made to solve the problem of evaluating audio-visual aids materials.¹³

(13) Miles, J.R. and Spain, C.R., Audio-Visual Aids in the Armed Service. p. 103

There is no doubt as to the fact that the problem is a difficult one. Yet the final test is the what, where, when, why the teacher wishes to use the film. Having decided to use a film for a specific purpose, ascertaining where to procure such a subject, previewing and evaluating the film himself by applying to the film the same critical yardstick which he used in selecting the film, by applying his philosophy of education, his knowledge of children, his objectives for the unit of work; in fine, it means bringing to the evaluation of the visual instrument his total experience. In this way the teacher will build up a record of films found "tried and true" which he can rely upon and use in the cause of a more vital, realistic program for his students.

Scientific evaluation consists of (a) technical, quantitative and qualitative data that is concerned with problems of organization, continuity and techniques of presentation; and (b) educational data, such as subject matter fields, specific objectives, and the effectiveness with which material can contribute to the attainment of the objectives. True evaluation of the educational aspects of audio-visual materials probably can be obtained only on the basis of use under actual classroom learning conditions. This type of evaluation would require the use of anyone film, for example, by a relatively large number of teachers during the regular course of their work -- a number sufficiently large to attain a "common denominator" of significance. True evaluation of

the educational aspects of audio-visual materials probably would involve consideration of pupil reactions and actual testing.¹⁴

Sound Versus Silent Films -- Volumes have been written about the superiority or shortcomings of the silent film as compared to the sound film but the problem of deciding which to use is being solved automatically by the very few silent films now being produced.

One serious disadvantage of the silent film is that fewer companies are now producing them. A second disadvantage is that students because of outside entertainment are "sound-movie-minded".

There are times when it is best for all purposes to run a film without the sound track so that students may not be influenced in any way, or so that the teacher may make his own comments, and this is easily done by turning off the sound.

Advantages and Limitations of Motion Pictures -- Motion pictures have some specific values in the social studies classroom. Consider the unique contribution of the sound motion film which is able to recapture time that has already passed -- the film which is able to span great distances without haziness or the inaccuracies too often inherent in

(14) Dameron, Vernon, "Continuing Problems". Social Education, 3: 45. p. 16

in verbal description. It is in the social studies and history area that the teaching film rises to great heights in presenting learning situations¹⁵ which heretofore have been barred from the experience of students who traditionally depended upon old woodcuts, drawings and verbalistic accounts as their only source of information to build learning concepts. Thus it is incumbent upon the teacher who wishes to use such aids as the sound film: (1) to select the most efficient films, and (2) to use such films in ways which will create interest and lead to retention of socially worthwhile information. The chief function of the motion picture is to depict motion which implies continuity. Observable motion may be seen more readily than unobservable motion which may be represented by time-lapse photography, slow motion photography, microphotography, miniature photography, or animation, the latter being an excellent means of explaining processes that cannot otherwise be presented for study. The film,¹⁶ furthermore, offers variety from the regular instructional procedure, a satisfying aesthetic experience and gives an understanding of relationships, things, ideas and events so necessary to successful social science

(15) Movies That Teach. pp. 21-76

(16) Clark, C.D. Sound Motion Pictures as an Aid in Classroom Teaching. Doctor's Sissertation, New York University, 1932

teaching.

Finally, the educational advantages of the moving picture was determined by a study financed by a grant made by the Payne Fund.¹⁷ The conclusions (1929-1933) were: (1) the motion picture was a great factor in education; (2) the child gets a great many facts from the motion picture and his retention of these facts is greater; (3) attitudes towards social problems are changed immeasurably; (4) motion pictures arouse emotions and (5) they exert a powerful influence on patterns of conduct. Added to the factual retention value must be mentioned the value of economy of time proved in controlled experiments, that pupils acquired facts in one-fourth the time required by those who learned the same material from reading and oral discussion; and the value accruing to the slow reader who will acquire more knowledge from viewing the film than from reading a book.

Although now widely accepted as an excellent instructional device, the motion picture has its faults and limitations, -- the most important of which are: (1) cost, (2) distribution, (3) availability, (4) misinterpretation of function. Unfortunately many teachers still consider the film primarily as a means of entertainment and reward rather than as an integral part of their teaching procedure. Films

(17) Charters, W.W. Motion Pictures and Youth. pp. vi -
106

do make the work of the teacher more complex and responsible since the greater the pupil experiences, the greater the need for clarification and interpretation. No machine can displace a teacher, but rather it can make the teacher's work more effective.

In the following lists of available motion pictures all films are 16 mm. The number following the title of the picture refers to the source list in the Appendix on page 211 . For example the number 16 following the title Discovery and Exploration indicates that this film is produced by Encyclopedia Brittanica Films, Inc.

AVAILABLE SOUND MOTION PICTURES

UNIT I

EUROPEANS ACQUIRE AND HOLD LANDS IN THE NEW WORLD - AMERICA.

DISCOVERY AND EXPLORATION - (16)

1949 - black and white

Surveys the period of exploration and discovery in North America between the years 1492 and 1700. Analyzes the three important motives for exploration: to find a new trade route to the far east; to search for riches; and to find beaver territory. Emphasizes the roles played by the first explorers and traces their routes by means of animated maps. For junior and senior high school American History.

STORY OF CHRISTOPHER COLUMBUS - (16)

1949 - color - 20 min.

Brings to life the story of America's discovery and of the man whose conviction, courage and faith brought it about. Clearly dramatizes the highlights in the life of Columbus including his boyhood dreams of travel and adventure, his tireless search for aid in organizing an expedition, his long and hazardous voyage westward and finally his landing at San Salvador in 1492. For junior high school history.

FROM CARTIER TO CONFEDERATION - (33)

color - 19 min.

Illustrates Canada's story of Jaques Cartier. Materials such as pictures, engravings, furniture all drawn from various Canadian collections are dovetailed together by the camera so as to present a picture of events, customs and manners as they appeared to contemporaries.

COURAGEOUS MR. PENN - (18)

black and white - 90 min.

Set in England during the Restoration Years from 1644 to 1718. This is the story behind the founding of Philadelphia.

THE TRAIL OF FATHER KINO - (48)

1949 - black and white - 9 min.

Reconstructs the trail of Father Kino (1687 - 1711) the Jesuit missionary who established schools and chapels throughout Mexico and the Southwest. "One of the most real founders of America." Ends with unveiling of his statue in Tucson, Arizona.

THE INCAS OF PERU - (29)

color - 15 min.

Tells how Incas lived before the arrival of the Spanish Conquerors.

HOPI ARTS AND CRAFTS - (12)

color - 10 min.

Magnificent photography, glowing full color, beautiful scenery bring the Hopi Indians to the classroom.

APACHE INDIAN - (12)

1943 - color - 10 min.

The life, ceremonies and industries of the Apache are depicted in this color film. The scenic beauty of their native territory forms a setting for the tribal functions and ceremonies.

HOPI HORIZONS - (48)

color - 22 min.

Life today on the Hopi Reservation is presented from the Indian view-point. Agriculture, primitive methods and economies, health, education, habits of living and customs are provided.

HOPI INDIAN - (12)

1943 - color - 10 min.

Portrayal of customs, habits and ceremonies of southwestern Indians.

MODERN CHIPPEWA INDIAN - (45)

1946 - color - 10 min.

The story of the modern Indian - how he lives, works and contributes to our national welfare.

NAVAJO INDIAN - (12)

1943 - color - 10 min.
Portrays in color the Navajo Indians daily life.
Shows arts and crafts, customs and ceremonies.

NAVAJO SANDPOINTERS - (12)

1941 - color - 22 min.
An authentic scientific record of a carefully
guarded ceremony.

PUEBLO BOY - (21)

1947 - color - 25 min.
Tells the story of a young Indian boy being in-
structed in the ancient and modern ways, habits,
traditions, cultures of his people.

LAST OF THE MOHICANS - (33)

black and white - 90 min.
Feature Picture, based on Cooper's novel.

SUPAI INDIAN - (12)

1947 - color - 10 min.
At the rim of the Grand Canyon live the last rem-
nants of a great Indian tribe, the Supai, who now
number only 175.

TOTEMS - (40)

1944 - color - 11 min.
Shows the enormous cedar totems with their rituals
and religious carvings, made by the west coast
Indians.

PEOPLE OF TWO WORLDS - (48)

1947 - black and white - 10 min.
A brief study of Yucatan, ancient and modern with
emphasis on the Mayaland Indians. We see the old
world through the amazing ruins of ancient cities
as we watch the daily life of the people as they
are today.

TEHUANTEPEC - (48)

color - 15 min. - 1 reel
A visit to one of Mexico's most attractive villages.

The film is a beautiful, colorful picturization of Mexican village life with its thatched roofs, picturesque countryside and its faithfully preserved traditions.

URUGUAY - (48)

black and white - 20 min. - 1 reel
A pictorial journey to the prosperous little country of Uruguay which in many ways resembles the United States in its liberal, independent and advanced social and political life.

OUR NEIGHBORS DOWN THE ROADS - (48)

1947 - partly colored - 44 min - 1 reel
The dramatic account of an automobile expedition along the Pan-American Highway from Caracas, Venezuela, to the Strait of Magellan. Colorful scenes of sections of the country are rarely seen by the average tourist. A visit to nine South American countries covers 13,000 miles.

THIS IS ECUADOR - (48)

1947-black and white - 20 min.- 2 reels
Shows aspect of economic and social life of country with special emphasis on geographic location of country.

HOUSING IN CHILE - (48)

black and white - 20 min. - 1 reel
The story of the progressive steps now being taken by Chile in the housing problem. A typical family in Santiago is shown being transported into one of the new housing projects.

AMERICAN ALL - (48)

1946-black and white - 20 min. - 1 reel
An introduction to all of Latin America. This film describes honestly and dramatically the young people who work and play in our sister republics. Exciting historical background is graphically presented by fine animated maps.

DOWN WHERE THE NORTH BEGINS - (48)

1947 - black and white - 21 min.- 1 reel
Shows most effective features of landscapes, buildings and life in Ecuador.

FLORIDA - (13)

1947 - color - 10 min.

Presents the historical, geographical, industrial and scenic highlights of the state.

NEW MEXICO - (13)

1947 - color - 10 min.

Shown on Santa Fe, the oldest capital city in the United States, the ancient church of San Miguel, the oldest church in the country.

SANTA FE - (45)

1945 - color - 5 min.

Historical facts and figures on the second oldest city in the United States, capital of New Mexico.

COLONIAL EXPANSION - (16)

1949 - black and white

Provides a graphic story of the trend of expansion in North America from 1492 to the Revolutionary War. Utilizes authentic animated maps to explain the struggle for dominance by the English, French and Spanish. Traces the economic development in the various colonies and analyzes the political significance of each major phase of the expansion to 1763. For junior and senior high school, American History.

COLONIAL CHILDREN - (16)

1949 - black and white

Re-enacts, with authentic settings costumes and furnishings, the home life and self-sufficiency of a family in colonial New England during the latter seventeenth century. Describes how colonial children received their education by studying at home and portrays the duties and chores of each member of the family. Emphasizes vital role of religion in the home. For American History.

COLONIAL WILLIAMSBURG - (11)

black and white - 10 min.

A tour of the buildings, streets and gardens of colonial Williamsburg.

MOUNT VERNON - (11)

black and white - 11 min.

A visit to Washington's home exterior and interior. The views are sufficiently detailed to make this picture valuable for use in the study of American History.

EARLY SETTLERS OF NEW ENGLAND (Salem 1626-1629) - (16)

1949 - black and white - 11 min.

Reveals with authentic settings and costumes how the hardy pioneers of Salem in 1626 adapted themselves to the new environment and hardship of New England. Describes how they solved problems of food, shelter and clothing and portrays how their faith and spirit of cooperation contributed to the successful growth and development of years. For junior and senior high school American History.

PLANTER OF COLONIAL VIRGINIA (1740-1765) - (16)

1949 - black and white

Presents an authentic picture of the physical and social environment in Virginia colony immediately preceding the Revolutionary War. Portrays representative aspects of life on a typical plantation in Williamsburg. Considers aspects of slavery, methods of manufacture and transportation, practices in medicine and penology and the architecture, costumes, and social customs of that period. For junior and senior high school American History.

KNICKERBOCKER HOLIDAY - (18)

black and white - 1½ hrs.

A satire on the Dutch settlement in New Amsterdam showing the life of the Dutch settlers in the 17th Century.

COLONIAL LIFE - (32)

black and white - 10 min.

Albert Bushnell Hart tells the story in the same manner as in Early Massachusetts. Valuable for American History.

EARLY MASSACHUSETTS - (32)

black and white - 10 min.

Albert Bushnell Hart describes the first ten years of Massachusetts.

COLONIAL NATIONAL HISTORICAL PARK - (49)

1939 - black and white - 30 min.

Shows scenes at Jamestown; colonial Williamsburg, restored; and Yorktown.

GEORGE WASHINGTON'S VIRGINIA - (49)

black and white - 40 min.

This is a documentary film showing scenes at all of the important places in Virginia associated with the first President's life. Included is a picturization of Mount Vernon inside and out.

HISTORIC VIRGINIA - (47)

black and white - 10 min.

Introduces Wakefield where George Washington was born, his Mount Vernon home, the homes of Thomas Jefferson at Monticello. Portrayed are the Palace of the Royal Governors, Raleigh Monument.

REMNANTS OF FRONTIER LIFE - (25)

1941 - black and white - 20 min.

Presents a day in the life of a typical family in the southern highlands, conditions under which they live and work. Especially valuable for social studies.

CAPTAIN KIDD'S TREASURE - (47)

black and white - 10 min.

Conflicting theories regarding Captain Kidd's treasure are here shown. Interesting as a stimulus to research.

UNIT II

NEW WORLD COLONIES WIN THEIR INDEPENDENCE AND BECOME AMERICAN NATIONS

BEN FRANKLIN'S ALBANY PLAN - (1)

10 min. black and white

A re-enactment of the Albany Congress of 1754.

WINNING OUR INDEPENDENCE - (47)

35 min.-black and white

Based on American History to be used in classroom.

BENJAMIN FRANKLIN - (16)

1949 - black and white - 20 min.

Dramatically portrays highlights in the rich full life of Benjamin Franklin, statesman, man of letters, scientist-inventor, apprentice. Depicts early struggles as an apprentice, later successes as a publisher and author, experiments in science, growing ability as a statesman and diplomat and experiences as an American representative to England and France. Vividly dramatizes several outstanding historical events with which Franklin was closely associated. For junior and senior high school American History.

THOMAS JEFFERSON AND MONTICELLO - (49)

1944 - color - 40 min.

Indicates through narrative and picture some of the highlights of a notable career.

ALLEGHENY UPRISING - (47)

90 min.

Tells the story of the original uprising in 1760 of the Pennsylvania colonists against the British soldiers at Fort Mifflin.

DRUMS ALONG THE MOHAWK - (47)

black and white - 30 min.

Emphasizes pioneer life in the Revolutionary period, this film opens with a sequence of the militia muster at German Flats in the Mohawk Valley. Attack by the Tories and Indians, Gil Martin goes for help, and the regular troops arrive at the peak of the attack and the settlement is saved.

GIVE ME LIBERTY - (47)

color - 20 min.

The story of the gathering at St. James' Church Richmond at which Patrick Henry delivered his famous address. Instances of colonial oppression are also shown.

KENTUCKY RIFLE - (6)

color - 10 min.

The Kentucky rifle is carried into the wilderness by the pioneer as he searches for a suitable place to establish a new home -----and equips himself for hunting.

DECLARATION OF INDEPENDENCE - (47)

color - 19 min.

A portrayal of the meetings in Philadelphia in 1776 which led to the writing of the Declaration of Independence by Jefferson, Adams, Franklin and their colleagues. Superb dramatization of the struggle over adoption.

OUR DECLARATION OF INDEPENDENCE - (43)

1941 - 20 min.

Authentic dramatization of the signing and the years of struggle before the signing of the Declaration of Independence. Vividly portrayed.

WINNING OUR INDEPENDENCE - (47)

black and white - 34 min.

Dramatizes causes and purpose of the Revolutionary War. Matthew Howard personifies the hardy colonials who have hewn their homes and fortunes out of the wilderness and resent the imposition of unjust taxes by the Mother Country. Depicts the House of Burgesses, Patrick Henry's debate, the defiant Committee of Correspondence and the ragged and starving but indomitable followers of Washington.

NEW JERSEY JOURNEY - (47)

color - 30 min.

Transports audience to the exact spot where Washington crossed the Delaware before the battle of Trenton. Visits his headquarters at Morristown and the site of many other events in American History.

DANIEL BOONE - (18)

black and white - 90 min.

The name Boone is synonymous with the opening of Kentucky. Watching the great movement of people across the Alleghenies gives the feeling of participating in frontier life.

MISSION LIFE - (6)

1946 - color - 20 min.

Activities of Indians and early Spanish settlers are shown in the picture. These tasks were supervised by the padres who established the missions in Spanish California.

UNIT III

FREE AMERICANS ORGANIZE A STRONG DEMOCRATIC GOVERNMENT.

POWERS OF CONGRESS - (12)

color - 10 min.

The place of Congress in our democratic government is explained and defined in a dream sequence in which a citizen is confronted with a world in which Congress has been suspended and federal authority dissolved.

TUESDAY IN NOVEMBER - (38)

black and white - 20 min.

How elections are conducted in the United States. The function of political parties, election campaigns, the secret ballot. The meaning of free democratic elections.

POLITICAL PARTIES - (12)

black and white - 10 min.

Depicts the establishment and maintenance of the machinery which present a choice to the voter.

INVITATION TO THE NATION - (9)

black and white - 11 min.

The "voice of George Washington" narrates a film which take the audience on a tour of Washington, D.C.

THE SUPREME COURT - (47)

black and white - 10 min.

Follows the progress of a typical case through lower courts to its final hearing in the Supreme Court.

BENJAMIN FRANKLIN - (16)

black and white - 20 min.

Film shows Franklin as a great American statesman, writer, scientist and diplomat. From his work in his brother's printshop to his attendance at eighty-one at the Constitutional Convention as an honored man who contributed much to the world in his long and varied career.

THOMAS JEFFERSON - (16)

1949 - black and white - 20 min.

Portrayal of significant works in the career of the third President of the United States, giving a picture of the author of the Declaration of Independence. First introduced as a young member of the Virginia House of Burgesses and as a representative to the continental Congress. His writing of the Declaration, as Minister to France, as Secretary of State, as the President who made the Louisiana Purchase and finally as founder of University of Virginia he is shown. Rated as excellent for junior and senior high school American History.

DEMOCRACY - (16)

1949 - black and white - 10 min.

Develops a keen appreciation for the meaning of democracy by analyzing the four major concepts on which there is a substantial body of general agreement. A true democracy is pointed out by: Shared Respect and Shared Power. Discussions, Economic Balance and Enlightenment. For junior and senior high school American History.

STORY OF OUR FLAG - (35)

1939 - black and white - 10 min.

Follows the evolution of the flag of the United States from the colonial flags to the Stars and Stripes of today. The film shows by clever animation the development of the western territories into the present state and its significance for the flag.

FLAGS ON DUTY - (22)

1941 - color - 12 min.

Betsy Ross flag that flies over the White House,

ten of more important flags of United States, Weather signals, coast guard flag provide a general survey which is both interesting and instructive.

SERVANT OF THE PEOPLE - (47)

black and white - 21 min.

The film depicts the development of the Constitution of the United States and the beginning of American statehood following the Revolutionary War. In an effort to remedy the defects of the Articles of Confederation the state delegates assemble in Philadelphia, for the Constitutional Convention. Thus was developed the permanent but flexible Constitution to guard American liberties.

LAND OF LIBERTY - Part I - (47)

black and white - 23 min.

Film depicts the early struggles in the establishment of a home for freedom and democracy from the establishment of the colonies to 1805. Concludes with purchase of Louisiana Territory and westward migration into West Virginia and Tennessee.

TEN GENTLEMEN FROM WEST POINT - (18)

black and white - 90 min.

A story of the founding of the United States Military Academy. Expert replicas of architecture and aim of 1800 as well as superlative battle scenes.

CAPTAIN CAUTION - (18)

black and white - 90 min.

Exciting story of the British blockade during the War of 1812, featuring an American frigate reconstruction complete to the last marlinspike.

I PLEDGE MY HEART - (40)

1938 - black and white - 11 min.

Historic shrines, impressive structures, and picturesque spots of the National Capital as seen through the eyes of delegates.

INSIDE THE CAPITAL - (47)

1938 - black and white - 10 min.

Shows the various parts of the Capital with inter-

esting commentary pertaining to its historical background. Excellent shots of inside the capitol.

YOUR GOVERNMENT - THE MARCH OF TIME - (21)

black and white - 30 min.

Series three one-reel films on the three constitutional divisions of the Federal Government: The Executive, The Congress and The Supreme Court. The major functions of each are outlined, and the inter-relationships of these three are presented in case histories.

HISTORIC MANSIONS OF UPLAND VIRGINIA - (49)

color - 23 min.

UNIT IV

AMERICAN LIFE BECOMES BETTER FOR THE COMMON MAN.

BLACKSMITH'S GIFT

black and white - 40 min.

An historical film showing John Deere in his blacksmith shop at Grand Detour, Illinois more than 100 years ago; and his development of the steel plow. Excellent.

LIFE OF THOMAS EDISON

black and white - 11 min.

Historically authentic, shows the high lights of the life of Thomas Edison. We see him first as a newsboy and telegraph operator and follow him through his major struggle and ultimate success in the discovery of the incandescent lamp. Edison himself appears in many of the later scenes. Excellent.

INDUSTRIAL REVOLUTION - (33)

black and white - 11 min.

Compares methods of work from the time of the first steam-powered loom to the modern Diesel electric-powered locomotive. Animated photography describes the mechanical advantages of machines. Cause and effect relationships are treated.

LITTLE OLD NEW YORK - (18)

black and white - 90 min.

The story of Robert Fulton who came from London to build the first steamboat and sail it on the Hudson in the early 19th century.

THE LONG ROAD - (38)

black and white - 20 min.

A very interesting film dealing with the evolution of the automobile from the time of the invention of the wheel 5,000 years ago. Gives amusing sequences of development of American auto from 1892 to 1912. It is non-technical and of interest to any group.

MR. BELL - (18)

black and white - 32 min.

The dramatic story of the birth of the telephone as portrayed by the life of Alexander Graham Bell and the historic setting of Boston in the nineteenth century. Excellent.

UNIT V

AMERICAN DEMOCRACY GROWS STRONGER AS THE NATION ADVANCES ACROSS THE CONTINENT.

WESTWARD MOVEMENT - (16)

1949 - black and white - 10 min.

Traces one of the great migrations of history - the comparatively rapid spread of population westward across the United States between 1790 and 1890. Animated drawings and in solving the difficult time-space concept to portray routes of migration and transportation, increase and distribution of population, extension of settlement, and admission of states to the union. For junior and senior high school American History.

KENTUCKY PIONEERS - (16)

1949 - black and white

Follows two pioneer families along the difficult

and dangerous Wilderness Road to the Kentucky frontier fort at Harrod's Station. Describes the hardships encountered in establishing a new home in the wilderness and recalls the courage and faith that helped overcome these hardships. For junior and senior high school American History.

FLATBOATMEN OF THE FRONTIER - (16)

1949 - black and white - 10 min.

Reveals an important phase of pioneer agricultural economy in the early nineteenth century. Portrays Ohio Valley farmers as they fell trees, prepare the lumber, and build a flatboat which will carry their produce down the river to market. For junior and senior high school American History.

OUR LOUISIANA PURCHASE - (43)

1941 - black and white - 20 min.

Shows how Louisiana Territory was purchased from France. Historical figures include Napoleon, Talleyrand, Ambassador, Livingston, James Madison, Thomas Jefferson.

LIFE IN OLD LOUISIANA - (16)

1949 - black and white - 10 min.

Woven into their charming, dramatized story of New Orleans family life are many significant and valuable facts characterizing Louisiana society and economy in the 1830's. The film calls attention to customs and manners of the period, the prevailing French language, the Mississippi River and its pocket boats, the delta country, cotton and cane plantation, slavery, education, religion, architecture, music and the "code duello". For junior and senior high school American History.

LAND OF LIBERTY - Part II - (47)

black and white - 21 min.

This film covers the period from 1805 to 1860. It shows the cause of the War of 1812; the migration into Texas, disputes and border incidents of the Mexican War, the Oregon boundary question, the slavery question, the different philosophies of Lincoln and Douglas and the fulfillment of our "Manifest Destiny" of westward expansion to the Pacific.

A STORY OF TEXAS AND ITS NATURAL RESOURCES -

Bureau of Mines

Devoted largely to the mineral industries of Texas.

GLACIER PACK STUDIES - (45)

color - 22 min.

A field trip on the history, geology and outstanding life forms of the Pack.

NATURAL RESOURCES OF THE PACIFIC COAST - (52)

color - 10 min.

The wealth of the lumbering, fishing, farming and mineral industries is shown.

THUNDERING WATERS - (37)

color - 20 min.

A visit to Niagara Falls and points of interest nearby. Relates the falls to the photography of the Great Lakes region.

REMEMBER THE ALAMO - (14)

black and white - 39 min.

The interplay of historical forces which brought about the Texas War of Independence is the subject of the film. The year 1833 finds 30,000 American colonists in Texas, then a part of Mexico - Stephen Austin - Santa Anna, the heroic little garrison and the tragic siege inspire the famous battle cry, "Remember the Alamo".

MAMMALS OF THE WESTERN PLAINS - (12)

color - 10 min.

Emphasizes the idea of conservation among our wildlife. Pictures bison, deer, elk, timber wolf, cougar and coyote.

IN OLD CHICAGO - (18)

black and white - 120 min.

The beginnings of a great American city. The fire that threatened to wipe it from the face of the earth. The determination that rebuilt it.

SEMINOLES OF THE EVERGLADES -

1949 - color - 21 min.

Deals with the Seminole Indians of Florida and the great swamp area in which they live. Shows what the United States government is doing to help.

THE RIVER - (48)

1939 - black and white - 33 min.

A dramatic documentary film of the Mississippi River, what it has done and what man has done to it. A conscious attempt to present a fundamental national problem so factually and as dramatically that those who see the picture will be moved to action.

OLD AND MODERN NEW ORLEANS - (47)

1942 - black and white - 10 min.

Scenes include colonial public buildings of France and Spain; Cathedrals, parks, statues, quaint streets, iron grilles, balconies, the old French market; small shops; and the modern city.

GREAT LAKES

color - 22 min.

The Great Lakes lie in one of the greatest industrial regions on earth - steel production, pulp-making, shipbuilding, grain storage and the workings of canals and locks.

NATURAL RESOURCES OF THE PACIFIC COAST - (12)

color - 10 min.

Lumbering, fishing, farming and mineral industries.

ALONG THE OL' MISSISSIPPI - (31)

1942 - color - 30 min.

This kodachrome film presents the story of historic Vicksburg, romantic Natchez, Woodville, St. Francisville, and Baton Rouge during the colorful season of the annual Pilgrimages.

BRIGHAM YOUNG - (18)

1940 - black and white - 90 min.

Story of the Mormons and their search for a sanctuary which took them eventually to what is now Salt Lake City, Utah.

WELLS FARGO - (47)

black and white - 30 min.

The film opens with the arrival of Henry Wells of Wells Fargo Express Co., in St. Louis. Wells brings news of the Mexican War and expresses the belief that Texas and California will be brought into the Union. The Pony Express rider brings news of Lincoln's election. Film prepared in collaboration with the National Council for the Social Studies.

UNIT VI

THE NATION DIVIDES AND REUNITES.

ABRAHAM LINCOLN - (39)

1937 - black and white - 90 min.

The David W. Griffith film originally produced in 1931 in which Walter Huston is Lincoln. It is a biographical film covering the years from boyhood to manhood.

THE MAN IN THE BARN - (47)

black and white - 10 min.

The dramatization of a theory that John Wilkes Booth did not die until 1903 when, David E. George, confessed on his deathbed that he was Booth.

YOUNG MR. LINCOLN - (18)

1939 - black and white - 120 min.

Historical drama shows the great Emancipator in those years of his life just before he became a great world figure.

LAND OF LIBERTY - Part III - (47)

black and white - 20 min.

Deals with the period in American History from 1860 to 1890. Shows Lincoln's election, Civil War fighting, battle of the Monitor and the Merrimac, the Gettysburg Address and the Reconstruction Era. The film closes about the year 1890 and the new industrialization is discussed.

JOHNSON AND RECONSTRUCTION - (47)

black and white - 33 min.

To present a background for the post - Civil War period. Show Johnson as Military Governor of Tennessee, as Vice-President, following Lincoln's attempts to carry out the great Emancipator's ideal of Reconstruction, his impeachment and acquittal.

REVOLUTION IN THE SOUTH

black and white - 25 min.

The story of the new and industrially and vital south; shows the part the Lion Oil Company has played in the growth and development of this section of the country.

UNIT VII

THE UNITED STATES USES ITS RESOURCES TO BUILD A WELL-BALANCED NATION.

GOLDEN WEST - (40)

1941 - black and white - 9 min.

Story of the development of the American West from the first mining prospectors to the modern mining methods of today. The life of the Navajo Indians in the wild days and their part in the modern West.

DRIVEN WESTWARD - (47)

black and white - 30 min.

Dramatizes westward migration and settlement. The story of Brigham Young and his Mormons, their struggle to survive in the new colony of Great Salt Lake.

BUFFALO BILL - (18)

color - 90 min.

Set in the grandeur of our West, the life of William Frederick Cody becomes one of the most thrilling screen plays of recent years.

SONG OF OLD WYOMING - (18)

color - 90 min.

A dramatic story of the period when the people of Wyoming were fighting for statehood.

A HERITAGE WE GUARD

black and white - 27 min.

Traces the early exploration of wildlife for hides and skins, gradual westward movement of trappers and settlers and through their exploration of the land for ever increasing crops which finally resulted in denudation, soil erosion, disastrous dust storms. Steps taken to restore our natural resources.

BRYCE, ZION, GRAND CANYON

black and white - 22 min.

An excellent travelogue type of film takes one through these three Canyons. Very fine photography of places of particular natural beauty.

REALM OF THE WILD

color - 25 min.

Produced by National Forest Survey which takes us through various natural parks, excellent close-up shots of game and birds.

HORSEMEN OF THE WESTERN TRAILS - (16)

1949 - black and white - 10 min.

A glimpse of Western life, showing horses in action, cowboys and cowgirls on the open range and crossing the Rocky mountains on horseback.

IRON ORE MINING - (1)

1949 - color - 11 min.

Operations in a typical open pit iron mine near Hibbing, Minnesota.

NEW FRONTIER - (48)

1949 - black and white - 18 min.

The story of 100,000 acres in western Arizona of unusually rich bottom land which has never felt a plow. It tells the story of a small group of Indian pioneers who had the courage to break away from their old mores and start a new life.

NORTHWESTERN U.S.A. - (48)

black and white - 21 min.

The resources, industries and people of Oregon and Washington.

MAKE IT IN MASSACHUSETTS - (48)

Illustrates Massachusetts outstanding advantage for manufacturing skilled labor, research facilities, location near major markets of the east.

CATTLE COUNTRY - (32)

black and white - 9 min.

In the foothills of the Rockies, cattle ranching is a large scale business. Scientific methods are used to breed the animals and protect them against a severe winter. Driving them to spring grazing grounds, rounding, tied up for market and shipping are man-sized jobs.

TRAPPERS AND TRADERS - (32)

color

For nearly four centuries the Indian trapper has obtained his living in the west.

HOME ON THE RANGE - (48)

1946 - black and white - 11 min.

A beautifully photographed action-picture of the Western range country. A concise explanation is given of why meat is to be carefully consumed. Included is a fast-action round-up, complete with branding.

THERE'S MORE THAN TIMBER TO TREES - (48)

color - 40 min.

An old lumber jack takes us back to the "Roaring Nineties" when he was a young fellow just starting out in the lumbering industry and takes one through the cutting of virgin forests in New England, the Lake States, the South and finally winds up in the Pacific Northwest with "his back to the Pacific" Extreme educational value for juniors.

SERVANT OF MANKIND - (47)

black and white - 9 min.

Film-sketch of Thomas A. Edison and his contribution to posterity. Educational as well as instructive and entertaining.

STORY OF ALEXANDER GRAHAM BELL - (18)

The story of Alexander Graham Bell and the telephone.

STORY OF ELIAS HOWE - (47)

black and white - 11 min.

The story of Elias Howe and his years of struggle to perfect the sewing machine. The picture attempts to show that inventors rarely profit from their own work and seldom enjoy the gratitude of the age in which they live.

STORY OF CHARLES GOODYEAR - (47)

Dramatization of Charles Goodyear's struggle to make India rubber usable for commercial purposes.

WESTERN UNION - (18)

color - 90 min.

Western Union strings its first transcontinental wires around 1860. Indian attacks and forest fires are beaten back in the pioneers' battle against all odds.

DEVELOPMENT OF TRANSPORTATION - (33)

black and white - 11 min.

Tells the story of the development of transportation in the United States. Highlights the evolutionary steps which broke down trade barriers, the trapper covered the forest on his snow shoes making the tours of his trap lines. The beaver and the winter-white ermine he had trapped meant gold for the merchants and meant guns and supplies for the Indian. They traded furs for supplies and paddled swiftly up the shallow autumn rivers and across windswept lakes to reach their distant camps before winter was on them.

STAGECOACH - (33)

black and white - 95 min.

Two women and seven men are passengers in a solitary stagecoach as it careens and rocks be-

hind six galloping horses across a vast panorama of splendid scenery. Every mile brings the coach and its occupants closer to a waiting band of Apaches led by Geronimo.

OLD AND NEW ARIZONA - (47)

black and white - 10 min.

A study of old ruins - Spanish and Indian landmarks - in the early days of Arizona as compared with Arizona's modern cities of Tucson, Phoenix, Bisbee, Douglas and the A.J. Copper mines.

SALT LAKE CITY - (45)

1945 - color - 5 min.

Historical story of the capital city of Utah; Mormon temple etc.,

DEATH VALLEY - (2)

1948 - black and white - 13 min.

Relates the history of Death Valley.

SACRAMENTO - (45)

1945 - color - 5 min.

Its romantic history; scenes of the city which is the capitol of California.

COVERED WAGON - (36)

black and white - 66 min.

Showing the great migration westward in 1848 in covered wagons. Depicts the hazardous journey across the plains with Indian attacks and prairie and a most interesting buffalo hunt. Masterpiece.

GLORY TRAIL

1936 - black and white - 68 min.

History of struggle between early pioneers and the Indian's right after the Civil War, and shows transportations facilities in their role of permitting free intercourse between peoples of the world.

NATURE'S CAMEO - (48)

1947 - black and white - 8 min.

Bryce National Park is a fairyland of beauty and

mystery, etched and chiseled by time and erosion. Here is unfolded the dramatic story of a million years in the quiet process of creation.

YOSEMITE, JEWEL OF THE SIERRA - (48)

1947 - color - 12 min.

An unusually fine film of travelogue type of Yosemite National Park. Very beautiful color shots of the region make it an excellent film to be used. Available through University of Massachusetts.

GLACIER NATIONAL PARK - (48)

1947 - black and white - 22 min.

This film gives seldom photographed areas. Includes shots of Indian encampments.

MAINLINE

The story of the work of the American railroads.

THE MAGIC OF COAL

The everyday life of the coal mines at work and at home.

OKLAHOMA AND ITS NATURAL RESOURCES

black and white - 30 min.

Traces the colorful history of the state and the development of its rich natural resources. Among industries are glass making, petroleum, pottery, coal mining, limestone production, zinc and lead mining.

PIONEER'S OF THE PLAINS - (16)

black and white

Relates the dramatic experience of a pioneer family as it establishes its new home on the mid-western plains in 1870. Follows their journey westward by ox-drawn from Illinois, and then reveals the family as it builds a sod house and works at such tasks as plowing harvesting, gathering fuel, and preparing meals. Reflects the pioneer spirit of faith and courage. For junior and senior high school American History.

TERRITORIAL EXPANSION OF THE UNITED STATES - (32)

1938 - black and white - 22 min.

Shows the growth of the United States from colonial times to its present size exclusive of possessions. This growth is depicted in chronological order in a manner designed to accord with that in which American history is taught in the classroom. Animated maps are used. Reproductions of the Battle of Concord, Captain Robert Gray's fullrigged ship, "Columbia" and other scenes intimately bound up with the history of the United States.

RED WAGON

1946 - color - 45 min.

Depicts colorful life of G.G. Swift founder of the meat packing firm. Swift realizes the key to success lies in the cattle in Wyoming Territory.

GAY NINETIES LIVE AGAIN - (33)

1937 - black and white - 10 min.

Re-edited from original negatives of the period. Shows the first New York "El" train, horsecars and horse drawn steam fire engines.

UNIT VIII

POWERS OF NATIONAL GOVERNMENT GROWS TO MEET NEW PROBLEMS.

OUR LIVING CONSTITUTION - (12)

1949 - color - 10 min.

Shows how the basis of our government changes and how it grows to meet the need of the times while holding to the principles of thought we hold dear. Points out how the constitution operates to guarantee our rights and freedoms.

THE UNITED STATES CUSTOMS SAFEGUARDS OUR FOREIGN TRADE - (22)

1950 - color - 16 min.

The work of the United States Custom Service photographed on the Canadian border, the Mexican border and at the eastern and western harbors of the United States.

LIFEBLOOD OF THE LAND - (48)

color - 21 min.

An excellent film on the conservation of our water resources.

PRODUCTIVITY KEY TO PLENTY - (16)

black and white - 20 min.

How we in America have achieved a capacity to produce, coupled with a standard of living unequalled anywhere else in the world.

IMMIGRATION - (16)

black and white - 11 min.

Tells story of immigration into the United States from colonial times to the present day stressing the contributions made by people of many origins to the building of America.

SILENT WAR - (42)

black and white - 10 min.

The war against Yellow Fever now being waged by scientists in the jungles of Columbia. Shows the progress of vaccine.

VALLEY OF TENNESSEE - (33)

black and white - 29 min.

Documentation of the TVA, its great contribution to resources of the valley in one of the finest films produced by the government.

THE NATION'S CAPITOL - (33)

black and white - 15 min.

Government and sightseeing, the main industries of Washington, D.C., are both included in this film. A normal workday in the life of a Congressman, committee meetings and visits from lobbyists leave him little time.

UNIT IX

KNOWLEDGE AND THE ARTS ENRICH THE LIFE OF THE AMERICAN PEOPLE.

TOWARD THE HORIZON - (18)

1949 - black and white - 28 min.

The story of schools and colleges for Negroes, their equipment, classes, student bodies and faculties. Tells of the emergence of the Negro into the world of today taking his place as a fellow American in an educated society.

GROWTH OF CITIES - (16)

1949 - black and white - 10 min.

Calls attention first to the natural influences affecting the location and growth of cities - harbors, water courses raw material and climate. Describes, with animated maps, the gradual growth of American cities from trading centers to modern metropolitan areas. Outlines current trend in city development, and points out the advantages of decentralization and careful city planning. For junior and senior high school American History.

NORTHEASTERN STATES - (16)

1949 - black and white - 10 min.

Stresses the vast industrial and commercial activities of the Northeastern States and describes by means of map animation, the regions physical character and the origin and distribution of its people. Directs attention to the mineral and agricultural resources, discloses the cultural advantage and illustrates the interdependence between the Northeast and the rest of the nation. For junior high school American History.

NORTHWESTERN STATES - (16)

1949 - black and white - 10 min.

Represents the Northwestern States as the "bread-basket of the nation", and stresses the importance of the Northwest's ever-yielding agricultural and mineral resources. Selected scenes portray agricultural, mining, and lumbering activities; recreational facilities; and cultural advantages. For junior high school History.

MIDDLE STATES - (16)

1949 - black and white - 10 min.

Directs attention to the Middle States contribution to the nation's economy. Describes the region's

agricultural resources, its industrial and commercial activity, and its role as hub of the nations transportation system. Animated maps trace the origin and distribution of the region's population and depict the diversification of its agriculture, industry and commerce. For junior high school American History.

SOUTHEASTERN STATES - (16)

1949 - black and white - 10 min.

Presents an overall study of Southeastern States region - its people, agriculture, industry, heritage and interdependence with other regions. Animated maps analyze geographical feature and trends in population, and closing scenes indicate modern cultural and industrial progress. For junior high school American History.

SOUTHWESTERN STATES - (16)

1949 - black and white - 10 min.

Emphasizes the vastness of the Southwest's resources and the implication of its recent industrial and commercial progress. Traces population trends and explains geographical features by means of animated maps. Illustrates phases of such occupational activities as irrigation, stock raising, agriculture, mining, and oil extracting and refining. For junior high school American History.

FAR WESTERN STATES - (16)

1949 - black and white - 10 min.

Characterizes the Far Western region as a region of contrasts in climate, topography, people and population densities. Emphasizes the importance of mining, and lumbering, growth of industry and commerce, its strategic portion as gateway to the Pacific and Far East. Explains how irrigation and contrasting climates have influenced varied and large scale agricultural production.

GREAT AMERICAN BROADCAST

1941 - black and white - 91 min.

Story of the early development of radio entertainment.

THIS HERITAGE OF OURS

color - 45 min.

The story of how America grew from a wilderness to the great Nation it is today. It takes the audience on a tour of the places that now live in history such as: Plymouth, Washington, The Alamo, Gettysburg, Hoover Dam, Alaska and Hawaii. Excellent.

AMERICA MARCHING ON

1937 - black and white - 10 min.

Review America's march to higher standards of living, greater income for her people and more leisure to enjoy life.

HEADLINES OF THE CENTURY - (47)

black and white - 50 min.

A pictorial history taken from scenes produced by Paramount.

No. 1	covers	period	from	1897	to	1905
No. 2	"	"	"	1905	to	1910
No. 3	"	"	"	1910	to	1923
No. 4	"	"	"	1924	to	1932
No. 5	"	"	"	1928	to	the nomination

of F. D. Roosevelt.

ONE TENTH OF OUR NATION - (33)

black and white - 26 min.

Gives an authentic picture of the education of Negroe children in the rural South; film tells a moving story of the struggle for education from one-room shacks to high school and colleges.

UNIT X

THE UNITED STATES BECOMES A LEADER IN WORLD AFFAIRS.

ALASKA - (16)

1949 - black and white - 10 min.

Reviews Alaska's geographical features; locates its three great climatic regions, and indicates the major factors that make Alaska a true "reservoir of resources". Lumbering, fishing, mining, fur

farming and the tourist trade are depicted. Includes many scenes of Alaska's natural beauty, - for junior high school American History.

ALASKA - (18)

1949 - black and white - 10 min.

Depicts the modern pioneer, highlights the scenic beauty of Alaska and gives some of History. Shows the energy and initiative of a free people.

HIGHWAYS NORTH - (33)

black and white - 15 min.

Shows communication and transport in Alaska and the Northwest in wartime.

ALASKA, GLOBAL CROSSROADS - (20)

1948 - black and white - 11 min.

The new geographical importance of Alaska in the air-age is surveyed along with industries, problems, peoples. Included are scenes of Eskimo life.

FUR AND FEATHERS IN ALASKA - (27)

1947 - color - 9 min.

This picture opens with shots of a boat moving up the Inland Passage. There are sequences showing black and brown bear, flocks of geese, duck and sandpipers also excellent shots of icebergs and glaciers.

PASSAGE TO THE PRIBILOFS - (26)

1947 - color - 10 min.

Starts with an interesting water trip from Seattle through the inside passage and across the Gulf of Alaska, to the Bering Sea. Most interesting is the great Alaska fur seal.

ESKIMO ARTS AND CRAFTS - (32)

color - 10 min.

Arts and crafts are an essential part of life of Baffinland Eskimos. Kayaks, decorated skin garments, carved ivory, handwrought implements are products of traditional skill and legends, drumming, dancing and singing have been handed down for generations.

FRONTIER FARMER OF ALASKA - (5)

color - 10 min.

Life of the settlers in the Mantanuska Valley.

PEOPLE OF HAWAII - (16)

1949 - black and white - 10 min.

Reveals location and physical features of the Hawaiian Islands, depicts the wide variety of immigrants and native workers busy at large scale production and harvesting of sugar cane and pineapples; and discloses home life, work and customs of the native Hawaiian. Portrays such native activities as fishing, cooking, eating, playing football, canoe-building and the ceremonies at a canoe launching. For junior and high school American History.

HIGHWAY TO HAWAII

1949 - black and white - 10 min.

By air from San Francisco to Honolulu, scenic attractions and the industrial and community life of the islands of Hawaii.

WINGS TO HAWAII

1949 - color - 30 min.

A New England couple fly to Hawaii and the movie follows their trips to all of the islands, see festivals, a dormant volcano and Hawaiian beaches, dances, music and stories.

MANILA - (39)

1942 - black and white - 11 min.

Traces the evolution of Manila's modern importance as a center of Pacific commerce and communication. Points of interest are presented to give a conception of the life and activities of this faraway American outpost.

MANILA AND THE PHILIPPINES - (18)

black and white - 10 min.

An indication of what the American flag meant to the Filipinos.

A MESSAGE TO GARCIA - (18)

black and white - 90 min.

The story, behind the adventure of Lieutenant Rowan who, in 1898, delivered a message from President McKinley to General Garcia.

TERRITORIAL POSSESSIONS OF THE UNITED STATES - (34)

1938 - black and white - 22 min.

The picture explains how Alaska, the Canal Zone, the Hawaiian Islands, the Philippines and other far-flung insular possessions of the United States were acquired. Animated maps are used extensively. The value of territories, both commercial and strategic is set forth.

LAND OF LIBERTY - Part IV - (47)

black and white - 22 min.

This film deals with the period in American History from 1890 to 1938. Opening sequences depict life in the very late 19th century, the Spanish American War, the conquest of yellow fever, the Panama Canal construction, War I in Europe, post war period and closes with the gathering clouds of the 1930's.

PAN AMERICAN BAZAAR - (33)

black and white - 9 min.

The arts and crafts of the southern republics as elaborately displayed in an exhibition at New York.

GROWTH OF AMERICA -

1946 - black and white - 10 min.

Film emphasizes the importance of studying American history in order to better understand and evaluate the present. The customs of each era in American history are portrayed in such a manner as to show relationship between the past and the present. For junior high school American History.

FIFTY YEAR BARTER - (43)

1947 - black and white - 9 min.

Presents the history of the negotiations with Denmark for the purchase of the Virgin Islands, begun by Lincoln and Seward but not completed until 1917.

IT'S YOUR AMERICA - (33)

1949 - black and white - 35 min.

The story of the American soldier who in fighting the Nazis learned what the words and symbols on the Lincoln penny really meant. That, "From many, one," meant the working together to insure America's future.

AMERICA THE BEAUTIFUL - (48)

1946 - color - 20 min.

A pageant of the wild beauty of America. Extraordinarily beautiful photography of America's scenic wonders.

AMERICA'S WONDERLANDS - (48)

1946 - black and white - 10 min.

Niagara Falls, Rocky Mountains, National Park, Yellowstone Park, Crater Lake, the Columbia River, Bryce and Grand Canyon, Yosemite, Mount Rainier and the Monterey Peninsula.

SHORTEST WAY HOME

1948 - color - 40 min.

Pictures a trip by bus from Minnesota to Kentucky, Detroit, New England, Virginia, Florida, Texas, Hollywood, San Francisco, Yellowstone and Salt Lake showing many historical scenes.

PEARL OF THE ORIENT - (27)

1948 - black and white - 10 min.

Scenes of the Philippine Islands, including rice planting, pearl fishing and native customs.

FREE HORIZONS - (18)

black and white - 10 min.

Dramatizes the wealth and strength of the land which our democratic people inherited. In a sense it is a substitution for the experience and attitude which students might achieve for the physical United States if they had an opportunity to travel far and wide throughout its richness.

CAUSE AND IMMEDIATE EFFECTS OF WORLD WAR I - (33)

black and white - 20 min.

Authentic scenes from news-reels and animated maps are used to present the European pre-War alliances, crises before the War, the War in brief and the peace treaties. Special attention is given to the entrance of the United States into the War and the part played by President Wilson in shaping the peace treaties.

WILSON (WOODROW WILSON) - (18)

black and white - 150 min.

The story of a great man told with dignity, drama and historical accuracy. Issues discussed are controversial but are presented fairly and are still timely.

GERMANY SURRENDERS

1945 - black and white - 11 min.

Opens with people in Time Square, New York going wild with the announcement of the German surrender. Then come scenes of the actual signing of armistice papers. Scenes of bombed Germany are shown, famous places in Berlin, Marshall Zukov receiving the Nazis surrender, closeups of American generals responsible for the European victory are free from any death scenes and make the film suitable for history classes.

CAPTAIN EDDIE - (18)

black and white - 120 min.

A drama of the life of America's foremost ace in World War I and a hero of World War II, illustrating qualities of perserverance and ingenuity.

ROOSEVELT STORY, THE - (7)

1949 - black and white - 80 min.

Official biography of the life of Franklin Delano Roosevelt. From his boyhood, his political rise, his battle with infantile paralysis, his struggle back into politics and finally his election of 1933 are shown. The entrance of United States into World War II, the many war conferences and the final trip down Pennsylvania Avenue in 1945 are shown. Excellent history of dramatic events in our history from 1929 to 1945. Rating: Very Good.

WING AND A PRAYER - (18)

black and white - 105 min.

One of the better war melodrama based on the story of an unnamed United States aircraft carrier shortly after Pearl Harbor. Authentic portrayal of life aboard a carrier.

GUADALCANAL DIARY - (18)

black and white - 105 min.

Best selling account of the first Marine invasion in the Pacific. Documentary in treatment.

UNRELENTING STRUGGLE - (33)

black and white - 18 min.

Speeches of Churchill from 1941 to 1945, spoken by Churchill and illustrated by action shots. Of permanent value particularly to history students.

D-DAY MINUS ONE - (33)

black and white - 20 min.

Depicts the antics of the airborne branch of the allied fighting four.

FIGHT FOR LIBERTY - (33)

black and white - 10 min.

This film outlines the course of events in the Second World War from August 1940 through the succeeding year; the courage and energy of Britain; the strategy of hemisphere defense; the close coordination of policies and action effected between Britain, Canada and the United States.

LEFT OF THE LINE - (33)

black and white - 25 min.

Documentary film narrating a lasting historical record of World War II from D-Day to beginning of the Battle of Germany.

IWO JIMA - (40)

1945 - black and white - 10 min.

Battle scenes.

NORMANDY INVASION - (48)

1941 - black and white - 19 min.

On the spot coverage by United States coast guard

combat photographers of the initial assault on fortress Europe. No horror scenes but realistic.

PARIS LIBERATED - YANKS RECAPTURE GUAM - (33)

1944 - black and white - 10 min.

Intensely dramatic scenes of French patriots battling their captors in the streets. Included in the same reel there is also the important military event of the Americans recapturing Guam from the Japanese.

MANILA LIBERATED - (40)

1945 - black and white - 10 min.

MacArthur is shown stepping ashore following the landing of amphibious forces on Leyte. The drive against Manila, parachuting of the Yanks at Corregidor and finally MacArthur standing with the Victorious Invaders and facing a flag pole as the flag is about to be raised.

MAIN STREET ON THE MARCH - (47)

black and white - 19 min.

A subject which shows the spirit of cooperation and unity in the average American's attitude toward the war program and his determination to fight. Outlines our National Defense building program and shows the Japanese attack on Pearl Harbor. Ends with excerpts from speeches by President Roosevelt, General MacArthur and William Knudsen.

WATCHTOWER OVER TOMORROW - (33)

black and white - 18 min.

A realistic visualization of the way the Security Organization could work. Animated diagrams classify the United Nation setup.

THE PATTEPN FOR PEACE - (33)

black and white - 15 min.

As urgent and important as the war that has just been won, the United Nations was faced with problems of creating social and economies conditions favorable to the peace. This film explains the Pattern for Peace as set up in the Charter of the United Nations. Well suited for school.

PEACE BUILDERS - (33)

black and white - 10 min.

A pictorial survey of the vital international conferences which have been taking place between various members of the United Nations, from the Atlantic Charter to San Francisco: Cairo, Teheran, Bretton Woods, Dumbarton Oaks and Yalta.

SAN FRANCISCO - 1945

black and white - 17 min.

The founding of the United Nations in San Francisco, in 1945.

MR. PRESIDENT - (40)

1940 - black and white - 10 min.

The voice of Franklin Delano Roosevelt is heard taking the pledge of office. Scenes from the inauguration and leading events of Theodore Roosevelt, McKinley, Taft, Wilson, Harding, Coolidge, Hoover, and of F.D. Roosevelt, ending with his third inauguration.

INVITATION TO THE NATION

color - 10 min.

A travel film introducing the audience to shrines and buildings in our nation's capital.

AMERICA'S NEW AIRPOWER

1949 - black and white - 18 min.

Here are the new planes and men who fly them. Jet fighters, B-39's, and the "Parasite" are shown. Shows pilots working out at speeds close to or beyond the speed of sound.

DEFENCE OF THE PEACE

1949 - black and white - 12 min.

Describes the over all organization and functions of the various branches of the United Nations - Uses live action and animation.

STORY OF PALOMAR

1949 - color - 40 min.

A film record of the building and operation of the 200 inch Hale telescope at the Palomar Observatory.

NEWS PARADE OF THE YEAR - (33)

1946 - black and white - 10 min.
Shows the war's end, the Allies in Berlin, the Yanks in Tokyo, the death of Roosevelt and war criminals.

NEWS PARADE OF THE YEAR - (33)

1947 - black and white - 10 min.
Includes the Bikini bomb tests, Paris peace meeting and the Nuremberg trials.

NEWS PARADE OF THE YEAR - (33)

1947 - black and white - 11 min.
Includes the Texas City disaster, Florida hurricane and World Series.

NEWS REVIEW OF 1946 (40)

1947 - black and white - 10 min.
Shows the important events of the first year of victory. Bikini bomb test, coal strike, United Nations meeting and sports events.

LAND FOR PIONEERS - (32)

black and white - 10 min.
A picture of the resources and industrial development of the North, from the search for gold to the search for Uranium.

PANAMA - CROSSROADS OF THE WESTERN WORLD - (52)

black and white - 10 min.
Panama as a country where passage transfer, and mixture permeate the cultural and economic life.

CHAPTER VII

FILMSTRIPS AND SLIDES IN THE SOCIAL STUDIES

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FILMSTRIPS AND SLIDES IN THE SOCIAL STUDIES

The more vivid and human we can make history, the more vital it becomes in the curriculum. In this respect filmstrips and slides have proven to be excellent tools in the history classes.¹ Since only five percent of learning comes through hearing and ninety-one percent comes through seeing, it would naturally follow that all avenues of the visual processes should be opened up to the student.

An important aim in education is to direct the growth of each child to his maximum capacity. The well-rounded curriculum offers the child rich, creative experiences which encourage the greatest mental, spiritual and social growth. The teacher brings to the classroom a wide variety of interesting, purposeful learning experiences which give pupils every opportunity for fuller living and better learning. The filmstrip and 2 inch by 2 inch slides have unique contributions to make toward helping the school fulfill this aim. The filmstrip offers a means of presenting interesting visual material to a class.² As in all good instruction the teacher makes the material have life. The successful use of the filmstrip depends largely upon the ingenuity and skill of

(1) Young, W. E. "Methods of Learning and Teaching". Review of Educational Research, XI (October, 1941) pp. 446-53

(2) Consitt, Francis. The Value of Films in History Teaching. p. 34

the teacher.

By careful selection one can find filmstrips to meet the needs of many learning situations. They can be used for creating readiness, for giving an over-all picture of the unit, for a springboard to develop further related activities, for review testing and many other classroom activities. If the teacher abandons the old lecture technique and encourages wide pupil participation, the lesson will naturally take on new life. He should encourage the children to discuss each picture freely, bringing the children's everyday experiences into the picture.

The field of history lends itself naturally to the use of filmstrips and slides.

Filmstrips in Group Instruction -- One of the direct advantages of using the filmstrip is that a large group can see the same picture at the same time. Thus a common denominator of information develops. Students can speak up during the projection if they are unclear about the pictured data on the screen. Thus an individual difficulty may turn out to be a group discussion and the matter may be cleared up at one time for the entire class. There are other advantages as well, for a group showing is a shared experience. It is valuable to get a group to think together about a common experience. Tiny pictures in books often cannot provide the detail or clarity required for full understand-

ing.³ The projected picture two hundred times as large as the original, is much easier to see. Pictures take on new importance when they are impressively magnified. The dramatic intensity produced by magnification darkness, and the white light of the projection, directs "all eyes" to the picture itself thus eliminating the element of distraction.

Realism in Slides -- During the past decade cameras and film have been developed and improved, and almost anyone who is interested can now take good pictures. Certainly, anyone who is willing to spend time in study and practice can soon be taking photographs of excellent quality. Color films make it possible to record the subject in all its natural beauty and detail. The addition of color not only makes the picture more pleasing and attractive but more realistic. This element of realism in colored pictures on the screen makes it one of the very valuable teaching aids. The ease with which subjects in the local community may be photographed and reproduced and the interest that can be developed in such a class activity make it possible to build an excellent library of school-produced slides reflecting local subjects.⁴

The list of slides that can be secured from commercial

(3) "The Teaching Value of Illustrated Books"
American School Board Journal CXLIII (May, 1944) pp. 43-44

(4) C. W. Palmer, Educational Screen, Vol. 27, (January, 1948) pp. 15-16, 34

sources is increasing rapidly.

Pupil-Made Slides -- Pupils and teachers can make photographs of their own to add to those available through commercial sources.⁵ It is immediately apparent that a class studying the Colonial Period could benefit considerably by making its own photographs of significant places in the community - far more than by buying such pictures, made by someone else. This develops creative art and ability. Inexpensive slides in both black and white and color are being increasingly made with the 35 mm. camera. However, the preparation of good photographic slides requires a great deal of time. Yet almost every classroom has several students interested in this type of project.

Handmade slides, that is, all slides not produced by photography, are valuable teaching aids. They are inexpensive; they provide creative activity; they can be used to present material that otherwise could not be presented and they may be kept or stored for permanent use. Glass, plastic or cellophane slides all have their place in the social studies program. The making of slides is in itself a valuable learning activity, not only for the subject matter of the slide but also for the development of subsidiary skills.

(5) Hainfeld, H. "School-made Filmstrips and 2 x 2 Slides". Audio-Visual Guide, Vol. XIV (May, 1948) pp. 15-16

ILLUSTRATION VII



A PUPIL-MADE SLIDE

Pupils show artistic ability by making slides. This slide, of Slidecraft materials, made by Dale McGraw, shows Daniel Webster's home in New Hampshire. With care this slide will last indefinitely and many classes will enjoy it.

In the following list of filmstrips the number after the title refers to the source list in the Appendix on page 214. For example number 7, following the title, Discovery of America, indicates that this filmstrip is available through Filmfax Productions.

AVAILABLE FILMSTRIPS

UNIT I

EUROPEANS ACQUIRE AND HOLD LAND IN THE NEW WORLD -- AMERICA.

DISCOVERY OF AMERICA - (7)

1947 - color - 31fr.

Describes trade routes to the Orient, exploration of the Vikings and then details the voyage of Columbus.

DISCOVERY AND EXPLORATION 1492- 1620 - (15)

b and a - 63fr.

Illustrative material calls attention to such men as Columbus, Vasco da Gama, Cabot, Magellan, La Salle, Cartier and Hudson.

EARLY AMERICAN EXPLORERS - (7)

1947 - color - 26fr.

Tells of the discovery of the Pacific exploration of Peru and Mexico and of Magellan's trip around the world.

CHRISTOPHER COLUMBUS - (16)

Childhood, schooling, early voyages in Portugal, in Spain, at the Spanish court, departure, voyage and landing at San Salvador are shown.

COLUMBUS DAY - (18)

1948 - color - 30fr.

Tells the story of Columbus' life, his boyhood in Italy, his early interest in maps and the sea, his efforts to obtain financial backing. Several frames devoted to the ways in which America honors Columbus.

MAGELLAN - (5)

1949 - b and w - 29fr.

Magellan sought a shorter route to the East, and succeeded in proving that the earth was round and adding to the geographical knowledge of his time.

BALBOA AND PIZARRO - (5)

1949 - color - 22fr.

Shows the advance of Spanish power in the new world, in Pizarra's conquest of Peru; and in the pattern of life set by Spanish colonists, including the founding of the University of Lima in 1535.

COLUMBUS - (5)

1949 - b and w - 26 fr.

The determination and heroism of Columbus is shown against the background of fifteenth century Europe, so as to stress the great significance of his four voyages, in opening the way to exploration and development of the new world.

CORONADO - (5)

1949 - color - 23fr.

Coronado laid the basis for knowledge of the Southwestern United States and introduced horses, through runaways, to the Indians of the Plains.

CORTES - (5)

1949 - color - 27fr.

Shows how Cortes set the pattern of conquest and exploitation of rich civilizations followed by later conquistadores that made Spain the wealthiest nation in Europe.

DE LEON AND DE SOTO - (5)

1949 - color - 29fr.

First explorations were chiefly "wild goose chases" for gold, jewels and the "Fountain of Youth".

FROM FLORIDA TO THE MISSISSIPPI - (7)

1947 - color - 39fr.

Tells story of Ponce de Leon, de Soto, and other explorers and of Las Casas.

JACQUES MARQUETTE S.J. - (7)

1947 - color - 26fr.

Story of Father Marquette the exploration of the Mississippi Valley.

JESUITS ON NORTHERN LAKES AND RIVERS - (7)

1947 - color - 34fr.

Story of the Jesuit martyrs in the valley of the St. Lawrence and the Great Lakes region.

STORY OF LA SALLE - (7)

1947 - color - 42fr.

Pictures La Salle's early life, explorations in the North and the Mississippi valley and his establishment of the settlement in what is now Texas.

SIR FRANCIS DRAKE - (16)

Story of Drake's life and adventures from birth to death.

LA SALLE - (16)

Life and adventure in New France, attempts to reach the Mississippi.

EARLY EXPLORERS AND PIONEERS - (6)

1949 - b and w

Covers the period of exploration and colonial government up to the formation of the Union.

THE AGE OF EXPLORATION - (12)

1949 - b and w - 50fr.

A pictorial record of the expansion of the world from Columbus to Drake.

FRENCH COLONIES - (5)

color - 24fr.

The story of the exploration of Champlain, Marquette, Joliet, La Salle and how the fur trade helped build

the French colonies in North America.

INDIAN LIFE - (10)

b and w - 36 fr.

Shows how the various types of Indians lived.

HERITAGE OF THE MAYA - (12)

1949 - b and w - 48fr.

This is a document of great esthetic interest and one that reveals dramatically the florescence and decline of a culture.

EARLY AMERICANS - (8)

1947 - b and w - 49fr.

Shows the American Indians and the Hispanos and Mexicans in the United States.

LIFE OF THE PLAINS INDIAN - (15)

1948 - black and white - 50fr.

Points out habits, customs and cultural trait of those early Americans.

PREHISTORIC INDIANS OF THE SOUTHWEST - (6)

1949 - b and w - 49fr.

Made by pictures taken by ranger-naturalists. Reconstruction of prehistoric Indian life as found in excavations in the Southwest.

MARYLAND, NEW YORK, HUDSON BAY, THE URSULINES - (7)

1947 - color - 32fr.

Story of early Catholic activities in these regions and of the work of the Ursulines in New Orleans and Canada.

HISTORIC FLORIDA - (15)

b and w - 37fr.

Tells of the discovery, early exploration, settlement and expansion of the state of Florida.

THANKSGIVING - (18)

1948 - color - 30fr.

Tells the story of the Pilgrims, why they came to America, their early hardship and their first

Thanksgiving day. Also explains how our Thanksgiving day is related to other festivals which were held at this season - English harvest home, Rome's Ceres, Greek Demeter and the feast of Tabernacles in Jerusalem.

HISTORIC MASSACHUSETTS - (15)

b and w - 46fr.

HISTORIC NEW YORK - (15)

b and w - 45fr.

HISTORIC PENNSYLVANIA - (15)

b and w - 47fr.

HISTORIC DELAWARE - (15)

b and w - 43fr.

HISTORIC VIRGINIA - (15)

b and w - 37fr.

HISTORIC NORTH CAROLINA - (14)

b and w - 37fr.

HISTORIC SOUTH CAROLINA - (14)

b and w - 37fr.

HISTORIC GEORGIA - (14)

b and w - 37fr.

Photographs call attention to most important events in the history of the above states.

JAMESTOWN AND CAPTAIN JOHN SMITH - (16)

Tells the story of the arrival of settlers and the founding of Jamestown.

PILGRIM FATHERS (A) - (16)

English background, Pilgrims in Holland, Speedwell, Mayflower.

(B) - (16)

Daily life, Indians, religious practices, First Thanksgiving.

WILLIAM PENN - (16)

Arrival of Quakers, Penn Treaty, founding of Philadelphia.

ENGLAND CONQUERS NEW FRANCE - (5)

1949 - color - 26fr.

The story of how after four wars, the French were finally defeated and lost their colonies to the English. Shows how wars between "mother-countries" were reflected in fighting by the colonists and the reasons why the English colonists finally won the struggle.

ENGLAND PREPARES TO COLONIZE - (5)

1949 - color - 34fr.

Shows North America as it was when explored by the Vikings and by the Cabots and the reasons why Englishmen were eager to colonize.

ORIGINAL THIRTEEN STATES - (5)

1947 - color - 30fr.

The first Americans, discoverers, explorers and settlers from many nations, were driven by various motives but all helped to start the great drive of western expansion and settlement.

OTHER NEW ENGLAND COLONIES - (5)

1949 - color - 28fr.

Rhode Island, New Hampshire, Connecticut founded by settlers from Massachusetts. Sequences on hardships, Indian wars, economic development, and the start of self-government.

COLONY OF MASSACHUSETTS - (5)

1949 - color - 23fr.

Earliest settlements of Plymouth and Massachusetts Bay by Separatists and Puritans. Stresses motives for coming to America, hardships met and overcome and reasons for success of the colonists.

NEW YORK COLONY - (5)

color - 30fr.

Shows how several European countries were colonizing America, how the Dutch colony of New Netherlands was built on the fur trade, conquered New Sweden and were conquered by the English.

THE STORY OF THANKSGIVING - (15)

color - 30fr.

Series of original drawings on the origin of Thanksgiving.

COLONIES OF PENNSYLVANIA AND NEW JERSEY - (5)

1948 - color - 18fr.

Stresses pattern set by Quaker settlements - friendly relations with Indians - religious freedom for Germans and Scotch-Irish.

DUTCH IN NEW YORK - (16)

Fur traders, purchase of Manhattan, treaties, Peter Stuyvesant.

LIFE IN THE COLONIES - (16)

Everyday life in the English colonies just prior to the Revolution.

OLD NEW YORK - (16) 1675-1775

Period between end of Dutch rule and the Revolution.

OCCUPATIONS AND AMUSEMENTS OF THE COLONISTS - (5)

1949 - color - 25fr.

Stresses the way of life in all of the colonies and on the frontier and the reasons for local differences in farming, fishing, commerce, crafts, outdoor and indoor amusements and transportation.

SOCIAL AND CULTURAL LIFE OF THE COLONISTS - (5)

1949 - color - 30fr.

Shows differences in social and cultural life in New England, the middle colonies, the southern colonies and the frontier as shown through the colonists homes, interiors, social leaders, education, religion, publications and the arts.

STORY OF JOHNNY APPLESEED - (15)

1949 - color - 31fr.

Calls attention to the interesting events in the life of Johnny Appleseed.

A FARM KITCHEN - (6)

1949 - b and w

PLAYTIME
THE STORE
THE VILLAGE

Typical early America - reconstructed on the grounds of the Farmer's museum at Coopertown, N.Y.

OTHER SOUTHERN COLONIES - (5)

color - 24fr.

Presents the founding of Maryland, the Carolinas, and Georgia with emphasis on why, by whom, and how these agricultural colonies developed.

VIRGINIA COLONY - (5)

color - 24fr.

Adventurous men founded the first English colony at Jamestown, and despite many hardships developed a prosperous agricultural community.

UNIT II

NEW WORLD COLONIES WIN THEIR INDEPENDENCE AND BECOME AMERICAN NATIONS.

AMERICAN REVOLUTION - (15)

b and w - 64fr.

Attention is called to such events as the navigation and trade laws, stamp tax, Boston Massacre, Boston Tea Party, battles of Lexington and Concord, the Declaration of Independence, Howe's surrender, the campaign of 1777, and finally Cornwall's surrender.

NEW JERSEY CAMPAIGNS - (9)

1948 - b and w - 40fr.

Highlights the leadership of George Washington

during the crucial phase of the War for independence. Scenes and maps depict the conflict.

DECLARATION OF INDEPENDENCE - (16)

Causes, Sons of Liberty, Patriots, Continental Congress, resolution, adoption, Liberty Bell.

CONTRIBUTIONS TO AMERICAN INDEPENDENCE - (7)

1947 - color - 39fr.

The work of Catholics during the Revolution and especially the story of Lafayette.

ESTABLISHMENT OF THE AMERICAN NATION AT HOME AND ABROAD -
1793-1815 - (15)

b and w - 55fr.

Calls attention to the most important events in Jefferson's and Madison's administrations. Included are such important events as the Embargo Act, Louisiana Purchase and the declaration of war in 1812.

OUR CONGRESS - (18)

1947 - b and w - 38fr.

Explains how the two houses of the United States Congress are set up, the basis on which Senators and Representatives are chosen, and the duties and powers of Congress.

OUR DEMOCRATIC GOVERNMENT

1947 - b and w - 43fr.

Pictures the historical development of the United States government from the colonial period to the present with emphasis on the Constitution, its conception, usage, interpretation and development.

FEDERAL GOVERNMENT SERIES - (18)

Young America - set
Department of Agriculture
Department of Interior
Our Congress
Our Federal Government
Post Office Department

WAR OF 1812 - (16)

Struggle for Commercial Independence under Jefferson and Madison.

OLD IRONSIDES - (16)

Launching, sailors, arms, battles on board, Isaac Hull, are the topics of this film.

TAKING PART IN THE GOVERNMENT - (5)

1947 - color - 42fr.

The right to vote, be represented and hold office is guaranteed to the average citizen whose responsibility is to carry out his representatives wishes.

GOVERNMENT FOR THE PEOPLE

1947 - b and w - 45fr.

Shows examples of the services of eighteen specialized United States government agencies in promoting the general welfare of individual citizens in the fields of housing, health, education, security, transportation, utilities and communication.

OUR FEDERAL GOVERNMENT - (18)

1947 - b and w - 44fr.

Outlines the three main branches of the federal government of the United States.

UNITED STATES STEAMSHIP CONSTITUTION - (16)

Barbary pirates, Constitution, Decatur, Philadelphia, Tripoli.

WASHINGTON'S BIRTHDAY (18)

1948 - color - 29fr.

Tells the story of George Washington's life, early boyhood, work as a young man, and his great achievements as the first General of the Armies and President of the United States. It also points out the various ways in which we honor Washington's name today.

BENJAMIN FRANKLIN - (16)

Life and works of Benjamin Franklin.

GEORGE WASHINGTON - (16)

Life and works of George Washington.

OUR AMERICAN HERITAGE - (13)

THE BIRTH OF OUR FREEDOM

FREEDOM'S FOUNDATION

FREEDOM'S PROGRESS

FREEDOM TODAY

THE VOCABULARY OF FREEDOM

THE LITERATURE OF FREEDOM

Designed to give American youth the requisite knowledge and appreciation of their heritage of Freedom.

THOMAS JEFFERSON, THE FARMER - (17)

1944 - b and w - 63fr.

Shows Jefferson's belief in the importance of agriculture to the nation's economy, his search for improved methods and better crops and his views on agricultural education.

PIONEERS AND SETTLERS OF LOUISIANA AND TEXAS - (6)

1949 - b and w -

Covers Louisiana Purchase, the sale of Florida by Spain, the Homestead Act, the rebellion against Mexico and annexation to the Union.

UNIT III

FREE AMERICAN'S ORGANIZE A STRONG DEMOCRATIC GOVERNMENT.

BEGINNING OF THE AMERICAN NATION - 1781-1793 - (15)

b and w - 53fr.

Attention is focused to such significant facts as weaknesses of the Congress under the Articles of Confederation, the work of Madison and Washington, the inauguration of the first president and the formation of the first cabinet.

UNIT V

AMERICAN DEMOCRACY GROWS STRONGER AS THE NATION ADVANCES A-
CROSS THE CONTINENT.

HISTORIC ILLINOIS - (15)

b and w - 48fr.

Describes early Indian settlers of Illinois, the white man's coming and then tells of the many historic places in Illinois.

DEMOCRACY AT WORK - (5)

1947 - color - 38fr.

The freedoms practised and enjoyed by Bill, Ed and Helen in Fairtown, an ideal democracy, are contrasted with the autocratic rule of a dictator.

GROWING REPUBLIC - RISE OF THE NEW WEST - (15)

b and w - 73fr.

Attention is called to such problems as public education, wildcat banking, protective tariff rates and the Monroe Doctrine. A brief summary of the Mexican War concludes the strip.

PIONEERS AND SETTLERS OF THE NORTHWEST TERRITORY - (6)

1949 - b and w

Five states were made from the wilderness territory settled before the Revolutionary war guaranteeing religious freedom, personal liberty and protection of private property.

PIONEER DAYS - (10)

b and w - 31fr.

Shows how the pioneers lived and how our country expanded westward.

LOUISIANA PURCHASE AND FLORIDA - (5)

1947 - color - 29fr.

A graphic explanation of the purchase by the United States of the great Louisiana territory from France and the acquisition of Florida from Spain.

NORTHWEST TERRITORY - (5)

1947 - color - 39fr.

The settling and organization of the Northwest territory established the pattern for all future additions to the United States and added five states to the nation.

OREGON TERRITORY - (5)

1947 - color - 31fr.

Tells the story of conflicting United States and British claims to the Oregon country, and peaceful compromise as well as the development of the area.

MEXICAN CESSION AND THE GADSDEN PURCHASE - (5)

1947 - color - 43fr.

Shows how this territory was added to the United States through a process of settlement revolution, aggression and purchase.

GREAT AMERICAN TRAIL BLAZERS - (5)

1949 - color - 4fr.

Four biographical backgrounds in color. The stories of how Daniel Boone opened up Kentucky and the Southeast; how George Rogers Clark took the Northwest Territory; how Lewis and Clark opened the way to the Pacific; and how Fremont added California to the United States.

PIONEERS AND SETTLERS OF THE OREGON TERRITORY - (6)

1949 - b and w

Covers the discovery of the Columbia River by Captain Robert Gray, the Lewis and Clark expedition, the navigation via the Oregon Trail and the eventual division into new states.

CALIFORNIA AND THE SOUTHWEST - (7)

1947 - color - 23fr.

Tells of colonization of California and of the explorations of Coronado.

HISTORIC CALIFORNIA - (15)

b and w - 47fr.

Tells of the early exploration of California and

its settlement, the gold rush and the link with the East by means of stage coach.

UNIT VI

THE NATION DIVIDES AND REUNITES.

AMERICAN NEGRO HISTORY - (2)

b and w - 70fr.

A graphic history of the American Negro from the time of Columbus up to the present.

LINCOLN'S BIRTHDAY - (18)

1948 - color - 28 fr.

Tells story of Abraham Lincoln's life and his importance to our country. Early boyhood, work as a lawyer and as a public servant are told. His importance to his country is related to the critical period in which he served as President of the United States.

SECTIONAL CONFLICTS - 1850-1861 - (15)

b and w - 50fr.

Calls attention to such controversial issues as the "Omnibus Bill", the underground railroad, the compromise of 1850, Douglas debates, Concludes with the election of Lincoln and the start of the Civil War.

WAR FOR SOUTHERN INDEPENDENCE - (15)

b and w - 68fr.

Points out all the important battles and campaigns of the Civil War. Included are such battles as Bull Run, Gettysburg and Sherman's march from Atlanta to the Sea.

WESTWARD MOVEMENT AND THE RISING SLAVERY QUESTION - 1815-1850 - (15)

b and w - 61fr.

Attention is focused on the settlers as they travelled across the Appalachian Mountains and then westward across the Rocky Mountains and on to Ore-

gon and California. Their struggles with the Indians and the wilderness are portrayed. Concludes with a section on the South, its industries and the development of slavery.

THE COUNTRY DURING CIVIL WARTIME AND RECONSTRUCTION. 1861-1877

b and w - 71fr.

Points out political and economic struggles that were going on during the Civil War and ten years immediately following.

UNIT VII

THE UNITED STATES USES ITS RESOURCES TO BUILD A WELL-BALANCED NATION.

HISTORIC TEXAS - (15)

b and w - 49fr.

Photographs call attention to the most important events in the states' history.

TEXAS - (5)

1947 - color - 31fr.

Explains events which caused United States citizens in Texas to revolt from Mexico and to seek admission to the Union.

UNITED STATES AS A WHOLE - (15)

b and w - 52fr.

Traces the growth of the United States by a series of maps which indicate which areas were added at certain times. Also calls attention to significant physical features and main industries.

GREAT AMERICAN INVENTORS - (5)

1949 - color - 4fr.

Benjamin Franklin, Eli Whitney, Robert Fulton, Samuel F.B. Morse.

CHANGES IN AMERICAN LIFE - 1865-1920 - (15)
b and w - 53fr.

Pictured here are changes that were taking place in agriculture, the growth of cities, with their factories, immigrants and labor unions. Concludes with such events as women's suffrage and prohibition.

MECHANICAL AND INDUSTRIAL PROGRESS - 1865-1920 - (15)
b and w - 65fr.

Calls attention to the development of railroads, invention of the airplane and automobile, the laying of the Atlantic cable and the development of large corporations.

UNIT VIII

POWERS OF NATIONAL GOVERNMENT GROW TO MEET NEW PROBLEMS

POLITICAL AND SOCIAL REFORM - 1870-1916 - (15)
b and w - 77fr.

Includes such developments as the city manager and commission types of city government, civil service, the fight against monopolies, conservation of natural resources, protective tariff and Wilson's presidency.

CONQUEST - (14)

The story of the Santa Fe railroad and the men who built it.

AMERICA AS A WORLD POWER BEFORE 1918 - (15)
b and w - 74fr.

Attention is called to such events as the purchase of Alaska, Klondike gold rush, Spanish - American war, construction of the Panama canal and the beginning of World War One.

UNIT X

THE UNITED STATES BECOMES A LEADER IN WORLD AFFAIRS.

PROSPERITY AND THE DEPRESSION - 1921-1933 - (15)

1947 - b and w - 52fr.

Inauguration of Harding and United States attitude toward League of Nations. Presidency of Calvin Coolidge and prosperity trends. Growth and expansion of such industries as automobile, radio, airplane, motion pictures as compared with the current agricultural depression. Special depression legislation.

PANAMA CANAL ZONE, GENERAL - (15)

b and w - 47fr.

Close up pictures of the activities and features of the Panama canal zone.

VIRGIN ISLANDS - (15)

St. Croix - b and w - 54fr.

St. Thomas and St. John - b and w - 47fr.

Calls attention to the location, industries, products, people and living conditions of the islands of St. Croix, St. Thomas and St. John in the Virgin Islands.

OUTLYING POSSESSIONS, GENERAL - (15)

b and w - 53fr.

Provides predominating features and activities of such United States outlying possessions as Guam, Samon, Puerto Rico and the Virgin Islands.

ESKIMOS OF ALASKA - (11)

4 strips in set

JAM HANDY ORGANIZATION

Hunting and Fishing in Summer -
color - 20fr.

SUMMER DAYS

color - 26fr.

WINTER DAYS

color - 26fr.

ESKIMOS OF ALASKA

COLor - 20fr.

ALASKA - (5)

1947 - color - 31fr.

Explains how Alaska became Russian territory and why the Tsar sold it to the United States. Visualizes Alaska's neglect before the gold rush and the

development of its resources since then.

ALASKA - (10)

1947 - b and w - 42fr.

Pictures show Eskimos and Indians, sealing, gold mining, fur trapping, salmon fisheries, agriculture.

ALASKA, GENERAL - (15)

b and w - 46fr.

Found in Alaska are such significant spots as Mt. McKinley, the famous Taku glacier, the Yukon River, Fairbanks and Juneau. Also shown are Eskimos, reindeer and huskies.

ESKIMO LIFE AT BERING STRAIT, ALASKA - (10)

b and w - 62fr.

Experiences in life of the Eskimo.

HAWAIIAN ISLANDS - (10)

1947 - b and w - 46fr.

Photographs and large pictorial map depict life in the Hawaiian Islands.

HAWAIIAN ISLANDS - (15)

1948 - b and w - 41fr.

Scenes of beaches, volcanoes, tree ferns, giant cactus trees, Honolulu harbor, University of Hawaii, and other spots.

HAWAIIAN ISLANDS - (4)

1948 - b and w - 38fr.

Arguments pro and con, for statehood for Hawaii.

WAR WITH SPAIN - (16)

Explosion of Maine, McKinley, Sampson's Fleet, Rough Riders.

POLITICAL AND SOCIAL REFORM - 1870-1916 - (15)

color - 77fr.

UNITED STATES IN WORLD WAR I - (15)

b and w - 70fr.

Calls attention to America's part in World War I.

WORLD WAR II HOMEFRONT - (15)

1947 - b and w - 54fr.

Presents a pictorial survey of United States conversion from peace time to a war time economy.

STORY OF WORLD WAR II

b and w - 53fr.

The complete story of World War II in 53 filmstrips, each hand drawn and based on careful research.

FOREIGN POLICY - 1918-1941 - (15)

1947 - b and w - 66fr.

Presents a general survey of legislation, national and foreign events which influenced or helped form United States foreign policy. Opens with Wilson and his work with the League of Nations; continues with the problem of German reparations, recognition of Russian and Chinese nationalists, good neighbor policy and attack on Pearl Harbor.

UNITED NATIONS FILMSTRIPS

United Nations, Lake Success, N.Y. Series of five strips each accompanied by a printed guide and background material.

OUR AMERICAN HERITAGE - (13)

1947 - Set of 6fr.

1. "The Birth of Our Freedom" - (47fr.)

Shows roots of American freedom in English history.

2. "Freedom's Foundation" - (51fr.)

Carries the story forward through the critical period during the formation and acceptance of the American Constitution.

3. "Freedom's Progress" - (42fr.)

Is primarily a study of democracy's most potent weapon - universal suffrage.

4. "Freedom Today" - (52fr.)

Deals with the role of youth in perfecting and preserving our freedom.

5. "The Vocabulary of Freedom" - (46fr.)
Illustrates the words and concepts that are fundamental to any discussion of America's great documents.

6. "The Literature of Freedom" - (42fr.)
Emphasizes the writings of a less formal character than the great official documents.

GREAT AMERICAN WOMEN - (5)

1947 - color - 4fr.

Louisa May Alcott, Clara Barton, Pocahontas, Betsy Ross.

GREAT AMERICAN PRESIDENTS - (5)

1949 - color - (5)

TIMES OF GEORGE WASHINGTON
TIMES OF THOMAS JEFFERSON
TIMES OF ANDREW JACKSON
TIMES OF ABRAHAM LINCOLN

AMERICANS ALL - (10)

1947 - b and w - 37fr.

Picture biographies of men and women who helped build America, including Franklin, Washington, Boone, Jefferson, Audubon, Mann, Longfellow, Lincoln, Barton, Clemens, Bell, Edison, Burbank, Reed, Roosevelt, Jane Adams and others.

TO SECURE THESE RIGHTS - (8)

b and w - 50fr.

A graphic story of the report by the President's Committee on Civil Rights. Contrasts American ideals as stated in the United States Constitution with actual practice.

CONSERVATION IS EVERYBODY'S BUSINESS - (13)

Teach-O-Filmstrips (4) - color
PEOPLE, OUR MOST VALUABLE RESOURCE
SAVING THE SOIL
SAVING THE FORESTS

A vivid and interpretive study of the depletion of our natural and human resources. Also suggest way in which adults and youngsters can help to conserve our resources.

WASHINGTON, D.C. CITY OF GOVERNMENT - (15)

b and w - 45fr.

Attention is called to the parks and wide tree planted avenues, the harmonious architecture of the public buildings. Pictured are the capitol building, the supreme court building, the Library of Congress, the White House, Continental Hall, the Pan-American Union and many others.

WASHINGTON, D.C. CULTURAL - (15)

b and w - 42fr.

Points out the things which make Washington a city of culture as well as a city of government. Illustrated are such points of interest as the Smithsonian Building, Freer Gallery of Art, Washington Monument, Lincoln Memorial, Howard University, Carnegie Institute and Catholic University.

NEW DEAL ERA - 1933-1941 - (15)

1947 - b and w - 55fr.

Selected survey of New Deal legislation including abandonment of gold standard, banking crisis, repeal of prohibition, FERA, WPA, CCC, NRA, NYA, TVA, growth of automotive, airplane and rail industries.

POSITIVE PROGRAM FOR PEACE - (8)

b and w - 50fr.

Discusses active steps the United States can take in its foreign policy to create the conditions for a just and lasting peace; what we can do as citizens.

CHAPTER VIII

THE FLAT PICTURE IN SOCIAL STUDIES

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One of man's earliest tools for expressing ideas, even from prehistoric times, was picturization. Originally even written language was pictorial. Pictures are so widely used today, industrially, commercially, professionally that the resourceful teacher could hardly fail to use them educationally. Emmert defines the still picture: "The still photograph represents a cross section of a visual experience at the instant it occurs. It stops motion, shows life, color and line, indicates spatial relationships, and portrays people, objects and scenes in which motion is not an essential feature."¹ That the flat picture is still in some ways superior to the written word as an educational tool is attested to by the ever-increasing use of them in education in the United States today. To be sure it cannot supplant the direct experience in value but is one of the most popular devices since it is real, and vivid, bringing enriched meaning and therefore emotional response. It may be used to provide motivation, and is inexpensive, easily available, convenient, readily stored or filed and can be used repeatedly. Pictures can portray contrast, comparison and continuity and are excellent to show development of a community, industry or even

(1) Emmert, W. "Standards for Selecting and Evaluating Still Pictures." Educational Screen, Vol. 16, pp. 317-318. (December, 1937)

a government.² Their most important contribution is that they can translate word pictures into visual pictures, thus making concrete what might be a verbal abstraction. Abstractions are non-pictorial, but pictures can help in developing them and in preventing the development of false abstractions.

Types of Still Pictures -- Commonly used types of still pictures are the so-called "flat" or unprojected pictures - photographs, prints, paintings, and stereographs - and projected pictures - opaque projections, slides and filmstrips. Most accurate of these and least expensive are photographs. Photographs must not be ignored as a medium of communication. Education simply cannot get along without them. Of course, the best type will be those found in first rate magazines, newspapers and pamphlets.³ However, enlargements are well made today of small size films made by the individual. Life magazine has produced some excellent photographs, in color, sufficiently large to make splendid bulletin board material. Collections should be made, classified and filed of photographs, reproductions of photographs in books, magazines, newspapers and reproductions of "artist's" drawings from books, magazines, and newspapers. It is here the opaque

(2) Goodman, D.J. The Comparative Effectiveness of Pictorial Teaching Materials. Doctor's Dissertation, New York University, 1942

(3) Badley, T.T. An Analysis and Evaluation of Picture Magazines as Collateral Material in the Social Studies Program of the Secondary School. Master's Thesis, Ohio State University, 1938

projector becomes valuable for pictures too small to be valuable become usable when projected on a screen. The stereograph, giving the illusion of a third dimension, becomes more realia-centric than the regular photograph. Every teacher knows the tremendous value of slides and filmstrips for group work and pupils do appreciate the sharp, rich details and pleasurable imagery provided by this medium.

Then too, if pictures are to be used effectively, they must be selected most carefully. Teachers should ask themselves if the picture is purposeful, relevant, significant. Will it really aid? Is it historically accurate? One of the best scientific studies for standards of judging flat pictures was Lelia Trolinger's.⁴

Finally flat materials may be used for testing.⁵ Numbered cards or flat pictures may be arranged at stations throughout the room, and each student provided with a questionnaire. Answers should be recorded by students. A suitable and uniform time limit should be set for the problem. Of course, all questions should be well thought out, valuable and relevant.

Although these visual reproductions lack certain qualities of direct experiences they do have unique qualities of

(4) Lelia Trolinger, "Evaluation of Still Pictures for Instructional Use". Educational Screen, (May, 1939)

(5) Dale, Edgar, "Teaching With Pictures". Social Education, XII. (March, 1948) p. 102

their own for they can bring us immediately almost to the point of visual contact with reality itself.

Opaque Projection -- The opaque projector is, in effect a huge magnifying glass which dramatically enlarges teaching materials to great proportions. Its value in teaching is widely recognized.⁶

Illustrated units developing almost any topic can be collected from magazines, workbooks and other courses. Photographs, drawings and actual specimens provide an almost unlimited and inexpensive source of material for use in teaching.

The clear, well-projected picture creates an eager interest which is the starting point of real learning.⁷ The pupil need not depend on his own imagination but may see dramatic magnifications of prints, photos, maps, and the like. By means of this instrument it is easy to bring the advantages of the right pictures at just the right time to the class. The endless variety of pictures of an historic nature available make it possible for all phases of our development to be unfolded as the interesting human stories that they really are.

(6) Miles, J.R. and Spain, C.R. Audio-Visual Aids in the Armed Service. p. 106

(7) Taylor, J.Y. "Opaque Projection, a New Frontier in Teaching. American Optical Company, Buffalo, New York, (1941)

New assignments can be introduced successfully by showing appropriate pictures and making use of a few minutes supervised study. Such spontaneous interest can be aroused that subsequent study will become purposeful and the quality of learning be improved. Illustrated units from the National Geographic Magazine dealing with practically every period of our American history are available at low cost. These, in addition to those pictures found in countless current periodicals, form thousands of plates which may be organized for class use.

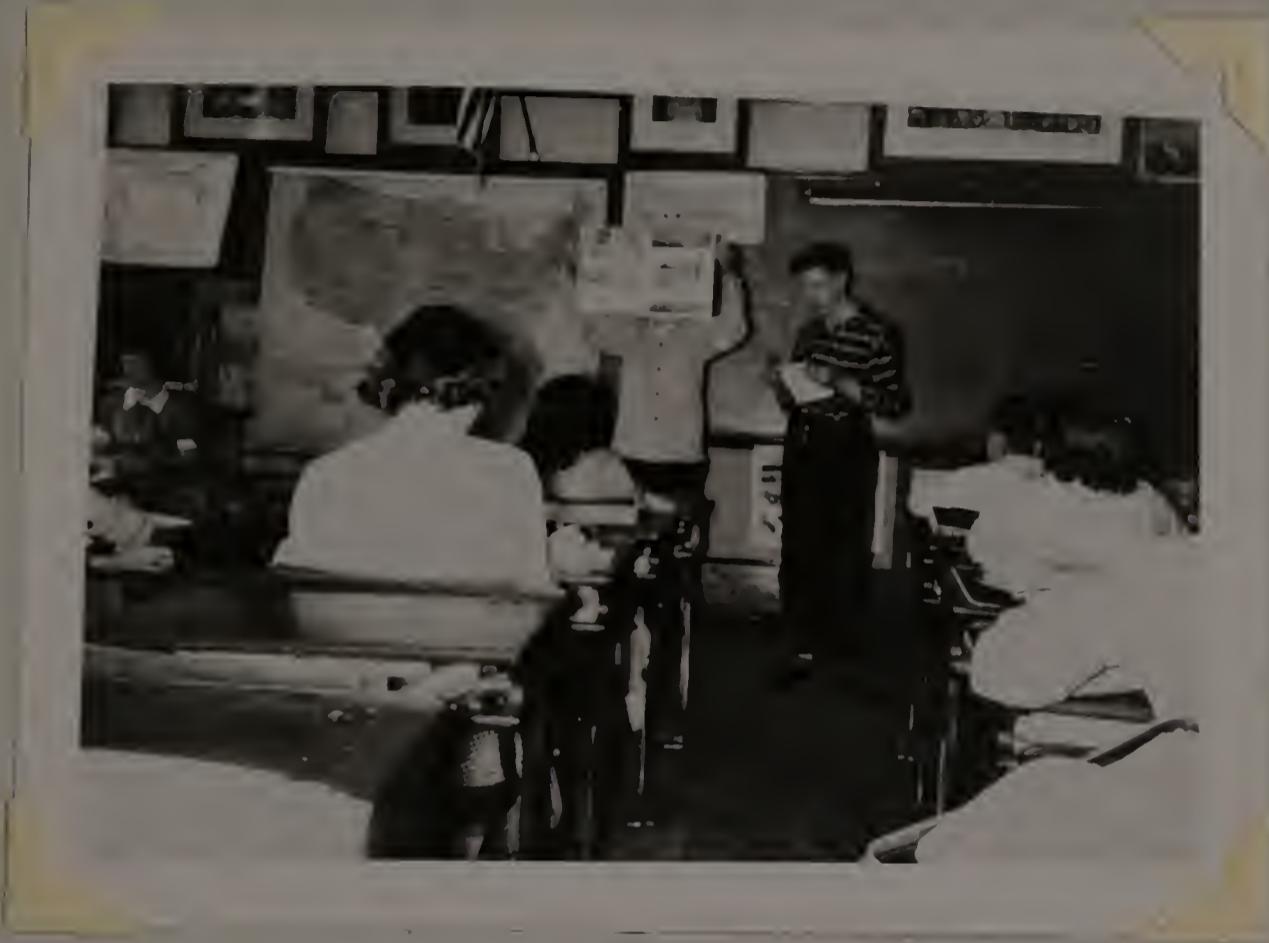
The opaque projector may also be used as a testing device,⁸ for drill purposes, and is particularly valuable for making maps.

Potentialities of the Textbook Illustration -- The most obvious and practical source of still picture is that of the textbook.⁹ Today, textbook illustrating represents a large area in the publishing field and great effort, time and expense are being expended to make pictures accurate, interesting, colorful, and best of all to integrate them with the subject matter of the social studies texts. Illustrations are being used more liberally than ever before, and they are more functional because they are deliberately designed to in-

(8) Brown, J.W. "Visualized Testing". Educational Screen, Vol. 28, (March, 1949), pp. 116-117, 130

(9) "The Teaching Value of Illustrated Books". American School Board Journal, CXLIII (May, 1944) pp. 43-44

ILLUSTRATION VIII



AN ILLUSTRATED TALK

terpret, enrich and supplement the text. The illustrations of a good modern textbook are integral parts of it.

Textbook illustrations, like any other pictorial, representations should be studied, correlated, and applied by the teacher. An illustration to be valuable in the classroom must deal directly with the subject under consideration. A useful textbook picture is adaptable to the specific aims of instruction. It should arouse interest, serve to introduce a subject, stimulate thought, provide a basis for discussion, or facilitate the review and summary of the subject. Over emphasis of any one illustration, will make it lose its effectiveness as a teaching device. A good illustration ought to be focused on or built around a central idea, and should be clear and definite enough so that it is meaningful to the careful observer. Worthwhile illustrations should be assigned for study and discussed by the class as well as evaluated and tested.

Teachers of social studies have a duty to use carefully the pictures and cartoons found in texts. The result would be aroused interest, better habits of study, and increased understanding.

Three-Dimensional Stereograph - Stereographs are the only three-dimensional picture in common use.¹⁰ They are

(10) Hamilton, G.E. The Stereograph and Lantern Slide in Education. pp. 5-23

used less often, for they can be seen only by the individual and do not lend themselves to group-work. Yet every teacher knows there is nothing like several stereoscopes on the classroom table for leisure time or before school activity. The result -- no discipline problems! The machine used for this purpose is either a hand stereoscope or the heavier telebinocular. A pair of lenses is mounted on a frame and the viewer sees one image with the left eye and a different image with the right eye.

Actually the two images fuse, resulting in a three-dimensional picture. The Tru-View Company is at present manufacturing a very attractive hand machine with excellent color films, many of them of historical content. The one of the City of Washington is especially good.

The stereograph is very inexpensive. Thousands of excellent pictures for the study of United States History are presently available. The main advantage is that it represents a more realistic view than is presented in any other type of pictorial representation. It projects the viewer into the scene before him. Then too, it becomes a type of individualized instruction which is an ideal of modern education. One rare limitation is that children with a peculiar type of defective vision, of whom there are very few, could not discern the third dimension.

Used to augment slides and filmstrips in the unit of work, four or five views enjoyed with control during the

study period may bring out elements not touched on in the former. Four or five pertinent questions on each view will help the student to study it more carefully. Carefully prepared plans for the use of stereographs are as necessary as those for other types of flat pictures. Children never fail to be interested and entranced with the stereograph.

The Creative Picture and Sculpture -- Creative achievements cannot be measured statistically. Audio-visual aids can accomplish economically, effectively and happily what only national travel could accomplish in relation to education on a national basis. History ceases to be lessons of dates, names, events and places to be learned and soon forgotten. It comes to life through pictures of episodes and people, for "makers of pictures", whether they are painters of pictures or motion picture directors who often seek the help of the former, are able to present the scene as a whole rather than unfold it a bit at a time as historians must do in words. History and geography fit together like adjacent parts of a puzzle when audio-visual material bring out the dependence of history upon environment. Through multi-sensory aids the wonder of this realization enters the minds and hearts of the student. It makes them true creators, for they realize that there is no class or rank in this cultural heritage, that the message given can be understood by all.¹¹

(11) Sherman, H.L., Mooney, R.L., Fry, G.A. Drawing by Seeing. pp. 16-51

Audio-visual, integrated programs encourage children in their creativeness. They stimulate inventiveness and originality in words both spoken and written, in prose and poetry, in artistic endeavors through various media such as clay, crayon, chalk, paint, models and the like. These common cultural languages which they have come to understand produce critical thinking, individual feeling and creative contributions.

When students have been given an opportunity to see works of art and examples of skilled craftsmanship, they gradually become aware of the fact that they themselves can make these experiences part of their own lives.¹² Creative work takes art out of the classroom and places it in the home and the community. It also proves to students that artistic skill and craftsmanship are not reserved for creators of museum pieces but are abilities that may be acquired in some degree by anyone.

More than ever pupils are making pictures, taking photographs and carving sculptures. Camera enthusiasts may be found in practically every school. The pupil need not rival professional photographers but he may contribute much to the lesson of local significance and even more through his or his family's trip and travels. At least it produces a pupil-

(12) Gasslander, A.M. "A Living Picture Book".
Educational Screen, Vol. 16, (April, 1937), pp. 128, 130

ILLUSTRATION IX



PUPIL-MADE PHOTOGRAPH

Pupils take and develop their own pictures. A photograph (by Michael Coffey) of the Holyoke Dam in the act of being dressed up by modern engineers. Textbook states the the Holyoke Dam at the time of its construction (1849) was the greatest water power project in the United States up to that time.

consciousness of what has social significance in a community.

Since there is in most people the fundamental urge to express themselves, people everywhere in the world have developed art forms using the materials known to their society. Sculpture is almost as old as history. Since many think of sculpture only in terms of great monuments in marble or bronze they consider it to be too difficult an art and too costly a medium to attempt. But children can learn to carve or mold things out of materials which are both cheap and obtainable--clay and plaster or even soap. Soap is one of the commonest of items, is inexpensive and best of all soap sculpture is really fun. As a medium for classroom use it has the advantage of being familiar, responds to simple tools and allows for either copying or ingenious creations. Busts of famous Americans, copies of our outstanding monuments -- the field is limitless.

In the following list of flat pictures the number after the title refers to the source list in the Appendix on page 215. For example Number 9, following the title Discovery, Exploration and Discovery indicates that these pictures are available through Informative Classroom Pictures.

AVAILABLE FLAT PICTURES

UNIT I

EUROPEANS ACQUIRE AND HOLDS LANDS IN THE NEW WORLD - AMERICA.

DISCOVERY, EXPLORATION AND SETTLEMENT - (9)

48 plates - b and w

Vividly illustrates the periods of Discovery, Exploration and Settlement, bringing to life the important historical events.

COLUMBUS - (16)

4 plates - b and w

Portrait of Columbus, Columbus at the Court of Ferdinand, On the Deck of the Santa Maria and the Landing of Columbus.

ON THE CORTES TRAIL - (13)

Sept. 1940 - 22 c - 17 b and w

VASCO DA GAMA, PATHFINDER OF THE EAST - (13)

Nov. 1927 - 43 b and w

HENRY HUDSON - MAGNIFICENT FAILURE - (13)

Apr. 139 - 21 b and w

CHESAPEAKE ODYSSEY - CAPTAIN JOHN SMITH - (13)

Sept. 1939 - 32 plates

FROM THE HALLS OF MONTEZUMA - (13)

Feb. 1944 - 21 c

FIRST FAMILIES OF SOUTHEASTERN AMERICAN INDIANS - (13)

Jan. 1946 - 8 c

INCAS - EMPIRE BUILDERS OF THE ANDES - (13)

Feb. 1938 - 10 c - 26 b and w

AMERICAN INDIANS - (2)

b and w

THE PILGRIMS - (16)

12 plates - b and w

LIFE IN COLONIAL AMERICA - (9)

20 plates - b and w

Illustrates home life, customs, dress, manners and architecture in the New England, Middle Atlantic and Southern Colonies.

WILLIAMSBURG - LIFE IN THE COLONIES AROUND - 1750 - (7)

July 1948 - color

DRUG STORES OF COLONIAL AMERICA - (21)

Oct. 1948 - b and w

THE FRENCH AND INDIAN WAR - (13)

Jan. 1932 - 50 plates

AMERICAN INDIANS - (4)

This is a comparative study of the life of the Sioux of the Plains and the Iroquois of the Eastern Woodlands.

LIFE IN THE AMERICAN COLONIES - (4)

Contrasts the life in the different groups of colonies.

UNIT II

NEW WORLD COLONIES WIN THEIR INDEPENDENCE AND BECOME AMERICAN

NATIONS.

REVOLUTIONARY PERIOD - (16)

19 plates - b and w

Leading events and characters of the Revolutionary War.

LAST SOLDIERS OF THE REVOLUTION - (11)

May 1948 - b and w

DECLARATION OF INDEPENDENCE - NEW LIGHT ON JEFFERSON AND HIS

GREAT TASK - (15)

Apr. 1947 - b and w

BOSTON - CRADLE OF FREEDOM

Feb. 1948 - color

KENTUCKY; BOONE'S GREAT MEADOW - (13)

July 1942 - 21 color - b and w 13

VIRGINIA'S MONTICELLO - (12)

Apr. 1929 - 12 color - b and w 12

LAFAYETTE - OUR FIRST AMERICAN ALLIANCE - (13)

June 1917 - 9 plates

UNIT III

FREE AMERICANS ORGANIZE A STRONG DEMOCRATIC GOVERNMENT.

BIRTH OF THE CONSTITUTION - (14)

Jan. 1948 - b and w

WE ESTABLISH REPRESENTATIVE GOVERNMENT - (18)

Oct. 1947 - b and w

OUR GOVERNMENT - (9)

48 plates - b and w

Pictures and charts humanize the story of our Federal governments in a way that no amount of verbal instruction could.

SYMBOLS OF FREEDOM - (10)

The Liberty Bell, The Minuteman, The Alamo, Lee's Home at Arlington and The Pan American Union.

OUR CONSTITUTION - (2)

b and w

- WASHINGTON'S PLACE IN THE WORLD - (6)
Feb. 1950 - color
- FIRST IN STATEHOOD, DELAWARE - (13)
Sept. 1935 - color 15
- TENNESSEE TABLEAUX - (13)
May 1939 - 22 color
- POTOMAC, RIVER OF DESTINY - (13)
July 1945 - 18 color - b and w 15
- ROUTE FOLLOWED BY WASHINGTON ON HIS TRIP TO FORT LE BOEUF - (13)
Jan. 1932 - 50 plates
- PICTORIAL BIOGRAPHIES - (1)
AMERICAN HISTORICAL SERIES:
Thomas Jefferson
John Paul Jones
George Washington
- ISLANDS ADRIFT - ST. PIERRE AND MIQUELON - (13)
Dec. 1941 - 23 plates
- WAR OF 1812 - AMERICA STANDS BY HERSELF - (18)
Jan. 1948 - b and w
- THE CANNON AT SARATOGA - (20)
Dec. 1949
- OLD IRONSIDES HERO - (11)
Oct. 1947 - color - b and w

UNIT IV

AMERICAN LIFE BECOMES BETTER FOR THE COMMON MAN.

- ECHOES OF WHALING DAYS (NANTUCKET) - (13)
Apr. 1944 - 8 color

UNIT V

AMERICAN DEMOCRACY GROWS STRONGER AS THE NATION ADVANCES
ACROSS THE CONTINENT.

PIONEERS - WEST TO THE PACIFIC - (9)

Large Map - 36 plates - b and w
Shows how our country expanded westward to the
Mississippi.

RE-CREATING A BOOM TOWN OF THE 60's - (20)

Virginia City, Montana
Mar. 1958 - color

WHERE THE WINNING OF THE WEST BEGAN - (12)

May 1932 - 13 color

MISSOURI MIRRORS OF 1946 - (12)

Mar. 1946 - 22 color

NEVADA, DESERT TREASURE HOUSE OF MINERALS - (12)

Jan. 1946 - 20 color - b and w 16

WHERE ROLLS THE OREGON - (12)

Dec. 1946 - 28 color

TRANSPORTATION - (9)

48 plates - b and w
Visualizes the story of the growth of transportation
and commerce in our country.

MEXICAN WAR 1845 - (11)

June 1947 - color - b and w

LOUISIANA PURCHASE - AMERICA STRETCHES OUT - (17)

Mar. 1948 - b and w

MORE WATER FOR CALIFORNIA'S GREAT CENTRAL VALLEY - (12)

Nov. 1946 - 16 plates

UNIT VI

THE NATION DIVIDES AND REUNITES.

- LINCOLN AND THE CIVIL WAR - (16)
10 plates - b and w
Events and characters of the Civil War.
- PRE-CIVIL WAR - NEW IDEAS TAKE ROOT - (18)
Feb. 1948 - b and w
- CIVIL WAR: BRITAIN STAYS OUT - (18)
Mar. 1948 - b and w
- LINCOLN'S LADY STRATEGIST - (11)
July 1948 - color
- UNITED STATES COLORED TROOPS IN THE CIVIL WAR - (18)
May 1948 - b and w
- THE LINCOLN'S IN THE WHITE HOUSE - (12)
Feb. 1950 - color
- KING COTTON - (5)
May 1948 - color
- GETTYSBURG AN AMERICAN EPIC - (5)
July 1949 - color
- PICTORIAL BIOGRAPHY OF ABRAHAM LINCOLN - (1)
- MARCHING THROUGH GEORGIA SIXTY YEARS AFTER - (13)
Sept. 1926 - 47 plates
- GETTYSBURG - MOST FAMOUS BATTLE FIELD IN AMERICA - (13)
July 1931 - color

GOLDEN FLEECE OF DIXIE - (13)
Feb. 1941 - 34 color

KENTUCKY - IN THE LAND OF LINCOLN'S BIRTH - (13)
June 1934 - 15 color

UNIT VII

THE UNITED STATES USES ITS RESOURCES TO BUILD A WELL-BALANCED
NATION.

PIONEERS - ON TO THE PACIFIC - (9)
Large Map - 44 plates - b and w
Visualizes the story of expansion westward to the
Pacific.

PHYSICIAN OF THE CALIFORNIA FRONTIER - (8)
Oct. 1947 - b and w

WELCOME TO WYOMING CATTLE COUNTRY - (13)
Aug. 1945 - Natural color

THE OPENING OF THE WEST - (11).
color - b and w

MANIFEST DESTINY - (18)
Mar. 1948 - color

FROM SEA TO SHINNING SEA - (18)
Mar. 1948 - color

HIGH COUNTRY OF COLORADO - (13)
July 1946 - 23 color

OREGON TRAIL - NEBRASKA, THE CORNHUSKER STATE - (13)
May 1945 - 23 color - b and w 6

- OREGON TRAIL - IDAHO MADE THE DESERT BLOOM - (13)
June 1944 - 20 color - b and w 21
- ARIZONA SANDS, HOME OF THE CACTUS KING - (13)
Apr. 1939 - 11 plates
- ARKANSAS TRAVELER OF 1946 - (13)
Sept. 1946 - 23 color
- GRASS MAKES WYOMING FAT - (13)
Aug. 1945 - 19 color - b and w 19
- OREGON FINDS NEW RICHES - (13)
Dec. 1946 - 18 color - b and w 15
- COLUMBIA RIVER TURNS ON THE POWER - (13)
June 1941 - 18 color - b and w 25
- FABULOUS YELLOWSTONE - (13)
June 1940 - 9 color - b and w 15
- CUSTER'S LAST HOME - (20)
Aug. 1949
- EL PASO - TEXAS - (17)
Feb. 1950 - color
- THE SOUTHWEST LAND OF SPLENDOR - (5)
June 1948 - color
- REPORT ON THE FAR WEST - (3)
Oct. 1949 - color
Shows pictures of eleven states.
- YOSEMITE - (13)
June 1949 - color
- COMING OF THE MACHINE - (9)

48 plates - b and w
Shows how our country became a great industrial
nation.

UNIT VIII

POWER OF NATIONAL GOVERNMENT GROWS TO MEET NEW PROBLEMS.

WASHINGTON SIDE SHOW - (3)

July 1947 - color

MIRACLE OF TALKING BY TELEPHONE - (13)

Oct. 1937 - 41 plates

FARMERS KEEP THEM EATING - (13)

Apr. 1943 - 22 plates

COAL: PRODIGIOUS WORKER FOR MAN - (13)

May 1944 - 19 plates

GREAT LAKES AND GREAT INDUSTRIES - (13)

Dec. 1944 - 19 color

GRAND COULEE DAM, WASHINGTON - (13)

June 1944 - 18 color - b and w 25

BOYSON DAM ON BIG HORN RIVER, WYOMING - (19)

Jan. 1950 - brown and white

DYNAMIC DETROIT - (5)

May 1948 - color

PITTSBURGH - CITY OF STEEL - (5)

Aug. 1948 - color

UNIT IX

KNOWLEDGE AND THE ARTS ENRICH THE LIFE OF THE AMERICAN PEOPLE.

AMERICAN SCENE - (13)

Feb. 1941 - 29 plates

OUR GREAT AMERICAN AUTHORS - (16)

30 plates

NEW FRONTIER IN THE SKY - (13)

Sept. 1946 - 28 plates

SCIENCE AND INVENTION - (9)

48 plates - b and w

Vividly illustrates American Science and Invention
up to the present time.

AMERICA - (13)

May 1942 - 11 plates

OVER THE ROOF OF OUR CONTINENT - (13)

July 1938 - 17 plates

AMERICANS ALL - (9)

24 plates - b and w

Picture biographies of men and women who helped
build America - Franklin.

RADAR - AIR POWER FOR PEACE - (13)

Feb. 1946 - 28 color - b and w 35

NAVAJO INDIAN RESERVATION - (13)

Oct. 1945 - 9 color

AMERICA 50 YEARS AGO - (5)

Jan. 1949 - color

SEEING AMERICA WITH LINDBERGH - (13)
Jan. 1928 - 46 plates

RAILROADS - WINNING THE WAR OF SUPPLY - (13)
Dec. 1945 - 23 plates

FROM FOREIGN LANDS - IMMIGRANTS - (9)
48 plates - b and w
Documentary photographs and drawings tell the story of those Americans who came from foreign lands.

PETROLEUM SERVES - FROM LAMPS TO WHEELS - (13)
June 1941 - 21 color - 20 b and w

ALASKA - (9)
20 plates - b and w
Bring the great northern territory into the classroom - cities, families, industries and future of this district.

UNIT X

THE UNITED STATES BECOMES A LEADER IN WORLD AFFAIRS.

AMERICAN PATHFINDERS IN THE PACIFIC (CAROLINE ISLANDS) - (13)
May 1946 - 21 plates

AMERICAN VIRGINS (VIRGIN ISLANDS) - (13)
Sept. 1940 - color - b and w

OUR NEW MILITARY WARDS, THE MARSHALLS - (13)
Sept. 1945 - 20 color - b and w 14

ARMISTICE DAY AND THE AMERICAN BATTLE FIELDS - (13)
Nov. 1929 - 23 color - b and w 32

ALASKA, OUR NORTHWEST OUTPOST - (13)
Sept. 1942 - 16 color

- ALASKA HIGHWAY, AN ENGINEERING EPIC - (13)
Feb. 1943 - 21 plates
- OUR NATIONAL CAPITAL PARADE - (13)
Sept. 1943 - 16 color
- WEST INDIES - LINKS IN A DEFENSE CHAIN - (13)
Jan. 1941 - 21 color
- AMERICAN ON THE MOVE - TRANSPORTATION - (13)
Sept. 1946 - 26 plates
- UNCLE SAM'S ICEBOX OUTPOSTS (GREENLAND) - (13)
Oct. 1946 - 19 color
- GREENLAND FROM 1898 TO NOW - CAPTAIN "BOB" BARTLETT - (13)
July 1940 - 20 plates
- WHAT LUZON MEANS TO UNCLE SAM - (13)
Mar. 1945 - 25 plates
- HAWAIIAN ISLANDS - (9)
20 plates - b and w
Depicts life in the Hawaiian Islands.
- FACTS ABOUT THE PHILIPPINES - (13)
Feb. 1942 - 17 plates
- HAWAII, THEN AND NOW - (13)
Oct. 1938 - 10 color - b and w 30
- PEACE CONFERENCE - PARIS LIVES AGAIN - (13)
Dec. 1946 - 24 plates
- LEND-LEASE IS A TWO WAY BENEFIT - (13)
June 1943 - 14 plates
- FAREWELL TO BIKINI - (13)
July 1946 - 16 plates

- 156 -

CIVIL LIBERTIES - (2)

b and w

TRUMAN CABINET - (11)

Feb. 1949 - b and w

CHAPTER IX

RADIO AND RECORDINGS AS TEACHING TOOLS
IN THE SOCIAL STUDIES

CHAPTER IX

RADIO AND RECORDINGS AS TEACHING TOOLS IN THE SOCIAL STUDIES

The radio is an educational device which cannot be ignored. It has a tremendous influence on the lives of all Americans for people have come to depend upon it for the time, the news, political information, entertainment, and even education. Radio programs are not only popular in appeal but many of them are of direct or indirect educational value.¹ Through the imagination of the listeners which creates pictures in keeping with the audioappeal, there is also strong appeal to the emotions. Though it is agreed that emotion should not replace intellect, yet the best teachers have always recognized the importance of emotion, for they are more than teachers. They are actors and actresses as well. Radio is of inestimable value as a medium of communication in this age of communication.

Fortunately much of the valuable material of broadcasts is today available to schools in the form of recordings.² Educational recordings may be conveniently classified into two groups -- phonograph records and radio transcriptions. Instantaneous recordings may be made of any type program.

(1) Wrightstone, J. W. et al. "Radio Education". Encyclopedia of Educational Research. pp. 879-887

(2) Woelfel, Norman and Tyler, I. K. Radio and the School. p. 62-96

Broadcasts may be taken directly from the air or student performances may be "cut" as they are being presented. Audio libraries may be built up of such transcriptions. Often the illusion of reality created by such recordings is sufficiently strong to induce in students the feeling that they have really been present at momentous events of the past or of being personally acquainted with historical personalities. Many commercial companies prepare educational records, some of them not too valuable, but certainly they are not in sufficient numbers to offset the possibilities of their use. The tremendous possibilities of musical records in the social science classroom must not be neglected.³ The history of our country surely could be traced through its songs. There are songs illustrating its growth, its work, its plays, its politics and its wars. A great number of songs, ditties, ballads, all having an intimate connection with the history of our country have been unearthed to add to the long list of patriotic selections already familiar. Many of these compositions are the work of well known authors, some professional musicians, and a large number might have been listed on the "Hit Parade" of their day. Much of this music originated in connection with some specific event and this makes these selections valuable for the teaching of history.

(3) Tyrrell, William G. "Musical Recordings for American History". Social Education, Vol. 42 No.8 (November, 1948) p. 309.

The music may be used either for motivation or illustration. For motivation the music might be performed and a discussion could be built around the contents of the song. One such selection which affords a good example of such a procedure is the "Ballad of Saratoga" which could well be used in a discussion of the American Revolution. Opportunities for using records as illustrations of some historical development are almost limitless. Every period contributed its own music with a unique spirit and distinctive tempo. "Rose of Alabama" and "Upon de Mountain" while not commemorating any specific event, were typical examples of music sung by lumbermen, Confederate soldiers and by the unemployed Negro of the past. No better background for the study of our nation could be found than a knowledge of its music. Here is an excellent means of integration.

The Age of Radio -- Children in American schools today have been brought up in the "age of radio". The radio has influenced tens of millions in the home. Approximately eighty-five per cent of the American people spend part of day listening to the radio. Survey has shown there are over thirty-seven million radios in ninety-four per cent of all American homes.⁴ Radio is recognized as one of the most vital implements in the shaping and molding of public opinion.

(4) Newsweek, Vol. 32 (December 27, 1948) p. 45

The progressive teacher cannot ignore its potentialities.

Educational radio is twenty-five years old. Despite its age there are not more than thirty or thirty-five educational radio stations in the nation today owing mainly to the cost of operation, the problem of providing suitable programs, presented to correlate with the classroom work and contribute to the over-all educational objectives. Radio has some very desirable attributes for the school program: (1) it has favorable audience percept; (2) it is an instantaneous means of communication; (3) parents also can listen; (4) the size of the audience is unlimited; (5) equipment is cheap and plentiful; (5) equipment can be easily operated by any teacher; (7) radio has given demonstrated results.

Radio has certain advantages which justify its place in the audio-visual program. First, it reflects on the spot occurrences such as presidential inaugurations. Then, too, it gives a sense of participation, while it appeals to the emotion, is inexpensive, eliminates distance, is adapted to group instruction and finally adds variety to the classroom.

However, interest and attention are not sufficient to evaluate the worthwhileness of the radio. Discussions, evaluations criticisms, comments, reports, formal and informal tests, dramatizations and even original reflections or imitations will help to appraise the value of the program. Finally the most important duty of the teacher is to develop discrimination in the use of this very valuable tool in audio

education.

Facsimile Broadcasting -- In facsimile broadcasting, pictures, cartoons and other similar materials are transmitted. Unlike television, since the transmitting material is reproduced on paper in the receiving set, it can be used when needed. Although this method of reproducing materials may have some advantages in education, as yet it, too, is very expensive.⁵ Perhaps in time both it and television will be established in our schools. At any rate it would prove extremely valuable to the teacher who has several classes on the same grade level. With a tape recording and the film-strip made to fit the required subject, the student might even associate the procedure with modern television. According to findings there is no significant difference in educational effectiveness between actual broadcasts and transcriptions.⁶

A School Radio Station -- Schools have always been interested in radio because radio is one of the most powerful educational tools available. Until quite recently a school radio station was prohibitively expensive, and only few cities could afford to own and operate their own educational radio stations.

(5) McKown, Harry C. and Roberts, Alvin B. Audio-Visual Aids to Instruction. p. 308

(6) Wrightstone, J.W. "Radio Education". Encyclopedia of Educational Research. pp. 879-80

In September of 1948 the Federal Communications Commission made it possible for a school system to set up a non-commercial educational radio station for as little as \$2500. Such a station would broadcast in the FM band with less than 10 watts power. The signal would reach all schools if the station were properly located. Such a station should be on the air only when it would serve some educational purpose. It could broadcast educational recordings and transcriptions, it could transcribe and store programs for future use, and it could broadcast live programs from its own studio. It could provide outside experts for the classroom as well as give many boys and girls an opportunity to prepare and produce real radio broadcasts.

A few of the uses of such a station as regards history might be:

A. Commercially produced educational material -

1. News and Comment for social studies
2. Excerpts from historical plays
3. Music correlated with history
4. Dramatic presentations of history

B. School produced educational materials

1. Forums
2. Debates
3. Panel discussions
4. Drama

The most hopeful development in the field of school

broadcasting is the increasing attention which broadcasters and teachers alike are giving to the content and structure of school broadcasts in terms of their actual effectiveness with boys and girls in the classroom for accomplishing educational goals.⁷ It is to FM radio that progressive educators look for a new and challenging horizon of educational influence.

One of the far reaching results of the school FM station will be that of establishing better public relations.⁸ As the FM audience expands, parents can become more familiar with the process of instruction by listening in to the regular educational programs. In addition, the schools will create special programs designed to inform parents and enlist their cooperation in the educational process. Programs of this character have already proved their value. Programs assist the public to gain factual knowledge of the work, objectives and accomplishments of the school. The need of public understanding has long been recognized by leading school administrators.

School-Made Recordings and Their Uses -- It is now possible for the school to make its own recordings. There are several types of equipment available for this purpose. The disc, similar to those used for phonographs, may be im-

(7) Reid, Susley and Day, Daniel, "Radio and Records in Education". Review of Educational Research, Vol.XII, (March, 1949) pp. 305-22

(8) Spingarn, J.H. Radio Is Yours. p. 37

mediately played back and with care will last for at least fifty playbacks. The magnetic tape or wire record can be cut and edited with little loss of material, will last indefinitely, requires but little storage space and the wire may be used repeatedly.

Probably one of the most important uses of the recorder is to record radio programs which may then be available when needed. They may be used as an introduction to a unit of study; or serve to illustrate facts, concepts or skills during the course of the unit, and finally for summation.

Recordings may be made in the school with reasonably priced equipment. The potential values are many for the student learns what his own voice sounds like; he may take part directly in the exercise; he may listen to the dramatic presentation of his own and other classes; and he may hear discussions and debates by others. Recordings of use in history have not been too numerous in the past, but there is a variety of materials now including great folk songs, typical national music, historical speeches, dramatizations of key scenes and events in history, travel talks, and added to these, recordings made in the school and with all these a good beginning could be made by any school desiring its own "record" library.

The value of teaching by means of recordings was well proved by the Army Specialized Training Program at the Chinese Language School of Yale University where it was found

that "by using recordings, seventeen instructors --- trained one hundred and fifty men, where formerly, without machines, thirteen instructors were required to teach thirty men".⁹

Available Radio Programs and Transcriptions -- There are many excellent programs to supplement the work of the social science class. Unfortunately, many of these are scheduled during out-of-school hours. Some of the best known programs are "American United"¹⁰ on which current issues are discussed by representatives of labor unions, farm groups and the United States Chamber of Commerce; "University of Chicago Round Table"¹¹ a presentation of current issues by experts and authorities. Other programs are, "Youth Asks the Government"¹², "American Forum of the Air",¹³ "Mr. President",¹⁴ "Report from the United Nations".¹⁵ Many of the "News Com-

(9) U.S. Navy Instructional Recordings. Washington: Bureau of Naval Personnel, 1947

(10) National Broadcasting Company, Radio Recordings Division, New York: 30 Rockefeller Plaza

(11) Ibid. NBC

(12) American Broadcasting Company, Radio Recordings Division, New York: 30 Rockefeller Plaza

(13) Mutual Broadcasting Company, New York: 1440 Broadway

(14) Ibid. ABC

(15) Columbia Broadcasting System, New York: 486 Madison Ave.

ments" or "Current Events" programs are valuable, especially those in which the commentator confines his talk to the factual. These may aid the student to form opinions of his own.

Programs, which may be transcribed, valuable for historical background are "Listening 1950"¹⁶ portraying dramatic recreations of occurrences and problems of our times. "Cavalcade of America";¹⁷ "You Are There",¹⁸ on the spot broadcasts of historical events; "Let Freedom Ring",¹⁹ tells stories of American industry.

Some communities are able to acquire time on local radio stations. WHYN, Holyoke, provided two fifteen minute periods a week for the city's schools.

If radio broadcasting is to be fully utilized as an effective tool of learning it must be done on the basis of quality and not quantity. Educators must realize that radio has certain limitations which can only be overcome by the setting of high standards and objectives which may be attained only at the cost of great sacrifice.

School broadcasts should be basically supplementary to the organized course of study and to the regular work of a

(16) Ibid. NBC

(17) Ibid. NBC

(18) Ibid. CBS

(19) Ibid. CBS

class. They should be judged as worthwhile in terms of the degree to which they either present interesting and significant treatments of the content in some important field or deal with some important problem, regardless of whether or not the material is closely related to school subjects.

Every school broadcast should serve some clear purpose, no matter what the subject-matter field happens to be. In judging a broadcast in terms of its main theme it is assumed that the broadcast has employed effective psychological techniques for registering and clinching the points made.

In the following list of records and transcriptions the number after the title refers to the source list in the Appendix on page 217 . For example, the Number 11 following the title The Magna Charta indicates that this record is available through the Instructional Films, Incorporated.

AVAILABLE RECORDS AND TRANSCRIPTIONS

UNIT I

EUROPEANS ACQUIRE AND HOLD LANDS IN THE NEW WORLD - AMERICA.

THE MAGNA CHARTA: 1213 A.D. - (11)

1950 - 78rpm - 30 min.

Recording of a great historical milestone of civilization's progress toward freedom.

COLUMBUS DISCOVERS AMERICA - (22)

1949 - 78rpm - 30 min.

Radio dramatization.

UPON A PEAK IN DARIEN - (13)

DEATH OF MONTEZUMA - (22)

1949 - 78rpm - 30 min.
Mexico City, June 1520. Montezuma orders the siege lifted so that Cortez may leave the city.

SONGS FROM THE IROQUOIS LONGHOUSE - (18)

Cross section of Indian music including songs, chants and dances sung and played by eastern tribes: Seneca, Oneida, Onondaga and Cayuga.

MAYFLOWER COMPACT: 1620 A.D. - (11)

1950 - 78rpm - 30 min.

MAYFLOWER COMPACT, THE - (12)

1941 - 33 1/3rpm - 15 min.
The Mayflower Compact was the forerunner of our American democratic form of government.

HOUSE OF BURGESSES: 1622 A.D. - (11)

1950 - 78rpm - 30 min.
Recording of a great historical milestone of civilization's progress toward freedom.

PLYMOUTH ROCK: 1620 - (11)

1943 - 33 1/3rpm - 15 min.
Plymouth Rock is important, for there, the passengers of the Mayflower landed and set up a new type of government. They came seeking freedom of religion and exhibited courage and persistence.

NEW ENGLAND TOWN MEETING: 1632 A.D. - (11)

1950 - 78rpm - 30 min.
Recording of a great historical milestone of civilization's progress toward freedom.

TRIUMPH OF REASON OVER WITHCRAFT, THE - (12)

1940 - 33 1/3rpm - 15 min.
The indignation of Colonial America sweeps "witch"-burning into oblivion, but not before many innocent women and their families had suffered.

MATCHLOCK GUN, THE - (19)

1947 - 78rpm - 30 min.

There were no men in the cabin when the attack began. The matchlock gun was too heavy for Edward, but he had to fire it or they would all be massacred.

WOMAN'S CONCEPT OF LIBERTY, A - (12)

1940 - 33 1/3rpm - 15 min.

Anne Hutchinson, a courageous New England mother, showed the way in overcoming the forces of intolerance.

PUBLIC EDUCATION BEGINS: 1647 A.D. - (11)

1950 - 78rpm - 30 min.

Recording of a great historical milestone of civilization's progress toward freedom.

PENN AND RELIGIOUS LIBERTY: 1679 A.D. - (11)

1950 - 78rpm - 30 min.

Recording of a great historical milestone of civilization's progress toward freedom.

TIME OF JOHN ZENGER - (22)

1949 - 78rpm - 30 min.

August 4, 1735. Charged with libel for printing disparaging remarks against William Cosby, Governor of New York, John Zenger is successfully defended by Andrew Hamilton, thereby establishing the freedom of the press in this country.

UNIT II

NEW WORLD COLONIES WIN THEIR INDEPENDENCE AND BECOME AMERICAN NATIONS.

SEARCH AND SEIZURE ISSUE: 1728 - (11)

1950 - 78rpm - 30 min.

STAMP TAX PROPOSAL: 1764 - (11)

1950 - 78rpm - 30 min.

STAMP TAX OPPOSITION: 1765 - (11)
1950 - 78rpm - 30 min.

AMERICAN OUTLOOK: 1775 - (11)
1950 - 78rpm - 30 min.

DECLARATION OF INDEPENDENCE: 1776 - (11)
1950 - 78rpm - 30 min.

THE ARTICLES OF CONFEDERATION - (12)
1941 - 33 1/3rpm - 15 min.

When the Bill of Rights was incorporated into our Constitution as the First Ten Amendments, certain liberties and rights for which men had fought and died for centuries, were guaranteed to every American, regardless of race, sex or creed.

CONGRESS ELECTS A PRESIDENT - (22)
1948 - 78rpm - 30 min.

In 1801, the House of Representatives must choose between Jefferson or Burr when the electoral college has deadlocked.

FATHER OF THE AMERICAN NAVY - (12)
1940 - 33 1/3 rpm - 15 min.

Sincerely devoted to the cause of freedom, John Paul Jones wins for the new republic the respect and power on the high seas without which it could not have endured.

DRAMATIZATION ABOUT TWO VERY IMPORTANT FIGURES IN THE FIGHT
FOR INDEPENDENCE

3 Teach - 0 - Discs.

CITIZEN TOM PAINE C-116 - (20)
33 1/3rpm - 15 min.

This historical program portrays the philosophy of Tom Paine and Thomas Jefferson.

THE BATTLE OF SARATOGA - (13)
Celebrating in song the crucial battle of Saratoga.

THE CAPTURE OF BURGOYNE - (15)

Celebrating Burgoyne's surrender at Saratoga -
the turning point of the War.

POOR RICHARD MAKES GOOD - (12)

1940 - 33 1/3rpm - 15 min.
Benjamin Franklin's inspiring rise from humble
printer to his countrys' foremost ambassador.

HOW GEORGE WASHINGTON OUTWITTED HIS ENEMIES - (4)
CAVALCADE OF AMERICA

1950 - 78rpm - 30 min.

BALLAD OF THE TEA PARTY - (13)

A popular jingle of the Boston Tea Party.

THE AMERICAN HERO OR BUNKER HILL

A Yankee war humn of unusual melodic beauty.

ADMIRAL WITHOUT A NAME - (4)

1947 - 78rpm - 30 min.
A story of John Paul Jones.

FARMER, EXECUTIVE AND FATHER OF HIS COUNTRY - (12)

1940 - 33 1/3rpm - 15 min.
In the face of super-human obstacles, George
Washington leads and inspires the Colonies in
their successful fight for freedom.

UNFURLING FREEDOM'S STANDARD - (13)

BALLADS OF THE AMERICAN REVOLUTION AND THE WAR OF 1812 - (17)

Contains many tunes composed to celebrate the events
of the War, namely:

THE BOSTON TEA TAX
THE BALLAD OF BUNKER HILL
THE CAPUTRE OF MAJOR ANDRE
NATHAN HALE
CORNWALLIS'S COUNTRY DANCE
FREE AMERICA
THE DEATH OF WARREN

BARBARA FRITCHIE - (15)

Teach - 0 - Disc

INDEPENDENCE HALL - (12)

1943 - 33 1/3rpm - 15 min.

Independence Hall, the birthplace of the immortal Declaration of Independence and the American Constitution is a shrine revered not only by the people of the United States but the world as well. In it is the famous Liberty Bell.

MUTINY OF THE PENNSYLVANIA LINE - (22)

1949 - 78rpm - 30 min.

In January 1781, at Princeton, N.J. eleven regiments, ill-fed, unpaid and poorly clothed, are tempted to accept British offers to lay down their arms. They finally voted to return to the line and trust General Washington.

WE DECLARE OUR INDEPENDENCE - (13)

GEORGE WASHINGTON AT HOME - (13)

GENTLEMAN FROM VIRGINIA - PATRICK HENRY - (13)

JEMMY'S WIFE - DOLLY MADISON - (13)

DECLARATION OF INDEPENDENCE - (22)

1948 - 78rpm - 30 min.

Momentous events occurring on July 4, 1776: the debate in Congress on the Declaration; the arrival of British Naval Forces off Staten Island; the final vote of the Declaration of Independence, seven states for and six states against; all described as though actually happening.

FANEUIL HALL - (12)

1943 - 33 1/3rpm - 15 min.

In old Dock Square in Boston, stands Faneuil Hall, truly the "Cradle of American Liberty." Here Samuel Adams, John Hancock, and others who were leaders of the growing revolt of the Colonies made their fiery speeches. Within these walls, too, once lay the body of America's first martyr to the cause of liberty.

BUNKER HILL - (12)

1943 - 33 1/3 - 15 min.

The Bunker Hill Monument bears mute but eloquent testimony to a military defeat but which, in the eyes of all Americans, exalts the unconquerable spirit that achieves ultimate victory against any odds.

PAUL REVERE'S RIDE - (15)

Teach - 0 - Disc.

O CAPTAIN, MY CAPTAIN - (15)

Teach - 0 - Disc.

GEORGE WASHINGTON AND DIGNITY OF OFFICE - (14)

1949 - 78rpm - 30 min.

President Washington refuses request of Governor Hancock of Massachusetts to dine, feeling his official dignity demanded that the Governor should dine at the President's residence. Feigning extreme illness Governor Hancock attends the President's dinner on a stretcher.

GEORGE WASHINGTON - (14)

1948 - 78rpm - 30 min.

In the year 1795 our first president had to decide between personal friendship and public business. Against the wishes of his personal friend, Edmund Randolph, Secretary of State, and on the advice of Alexander Hamilton, he signed a treaty with England which assured the freedom of the seas, and arranged for the return of slaves captured during the Revolution.

GEORGE WASHINGTON AND THE WHISKEY REBELLION - (14)

1948 - 78rpm - 30 min.

Pennsylvania farmers resisted collection of the excise tax on liquor to the extent of killing federal tax collectors. The strength of the government was proved by Washington's ability to quell the rebellion.

GEORGE WASHINGTON AND THE DOCTOR - (4)

1948 - 78rpm - 30 min.

A little known story of a double crisis in the life of our first President.

AMERICAN DESIGN C-114 - (20)

33 1/3rpm - 15 min.

This program presents a review of the basic principles of Thomas Jefferson and the Bill of Rights.

WE HOLD THESE TRUTHS - (8)

60 min.

This is the recording of a stirring one hour dramatization which was broadcast over the major networks in Commemoration of the 150th Anniversary of the Adoption of the Bill of Rights of our Constitution. Well suitable for teaching and inspirational purposes.

MORNING STAR OF LIBERTY - (13)

33 1/3rpm

THE ARTICLES OF CONFEDERATION - (13)

THE VIRGINIA PLAN - (13)

GOVERNMENT BY THE PEOPLE - (13)

BILL OF RIGHTS - (13)

FREEDOM OF SPEECH - (13)

FREEDOM OF ASSEMBLY - (13)

FREEDOM OF PRESS - (13)

FREEDOM OF RELIGION - (13)

LIFE, LIBERTY AND PROPERTY - (13)

STATUE OF LIBERTY C-108 - (20)

33 1/3 - 15 min.

This is the story of a Frenchman's talk with the Statue of Liberty.

MOLLY PITCHER-SOLDIER C-110 - (20)

33 1/3rpm - 15 min.

This is a dramatization of the life of Molly Pitcher whose heroism is a bright beacon to the women of America.

BACKSIDE OF ALBANY - (5)

Relates Thomas McDonough's success at the Battle of Plattsburgh on Lake Champlain.

THE HUNTERS OF KENTUCKY - (17)

Song about the anti-climatic defeat of the British at New Orleans - written by Samuel Woodsowrth in 1816. Widely sung in the campaign of 1828 for the presidential candidate, Andrew Jackson, and his "half horse, half alligator" Kentucky riflemen.

PERRY'S VICTORY - (5)

Relates Perry's famed victory on Lake Erie.

THE PRESIDENT AND THE PLOW - (1)

1949 - 33 1/3rpm - 15 min.

The field of science is crowded with amateurs such as Thomas Jefferson who made his home at Monticello, a place of infinite wonders.

MADISON AND THE WAR OF 1812 - (14)

78rpm - 30 min.

Events during the period including the burning of Washington; the haunted house; the President's introduction of long trousers to this country; and the ending of the war.

JEFFERSON AND BURR - (14)

1949 - 78rpm - 30 min.

Dramatization of events leading to the trial of Aaron Burr.

OLD IRONSIDES - (15)

Teach - 0 - Discs.

OUR AMERICAN HERITAGE - (15)

Teach - 0 - Discs (5)

PATRICK HENRY Parts I and II
PATRICK HENRY Parts III
PAUL REVERE Parts I
PAUL REVERE Parts II and III

BETRAYAL OF TOUSSAINT L'OUVERTURE AT SAN DOMINGO - (22)
1948 - 78rpm - 30 min.
Radio dramatization of events taking place during
French invasion of San Domingo in 1802.

UNIT III

FREE AMERICANS ORGANIZE A STRONG DEMOCRATIC GOVERNMENT.

FROM CHAOS TOWARD UNITY - (12)
1941 - 33 1/3rpm - 15 min.
One of the great critical periods of our history
was the post-Revolutionary War era. With complete
chaos threatening from within, and with unfriendly
nations watching ominously from without, our
colonial fathers carefully and deliberately worked
out our democratic form of government.

GEORGE WASHINGTON AND THE CONSTITUTIONAL CONVENTION - (14)
1949 - 78rpm - 30 min.
President Washington opposes wish to make him King,
and though not desiring it, becomes President.

DRAFTING THE CONSTITUTION - (7)
2 Teach - 0 - Discs - 12 in.
These recordings take the listener behind the
scenes at the Constitutional Convention.

THE CONSTITUTION: 1788 - (11)
1950 - 78rpm - 30 min.

GOVERNMENT BY THE PEOPLE - (12)
1941 - 33 1/3rpm - 15 min.
When the tireless efforts of the Constitutional
Convention culminated in the Great Constitution
of the United States, the critical period of the
Articles of Confederation was over. The United
States emerged from weakness to strength.

GOVERNMENT FOR THE PEOPLE - (12)

1941 - 33 1/3rpm - 15 min.

The story of the executive branch of our government, the President and the Cabinet. No executive may become a dictator nor shall he curtail the rights and liberties of American's without their consent.

JEFFERSON AND BRITISH DIPLOMATS - (14)

1949 - 78rpm - 30 min.

Appalled at the lack of official dignity at the White House, the British Ambassador and his wife become involved with a group conspiring to overthrow the government which results in their recall.

IDOL OF BACKWOODSMEN - (12)

1940 - 33 1/3rpm - 15 min.

Thomas Jefferson, aristocrat, lays down principles of democracy and tolerance, and becomes the voice of the American people.

THE MONROE DOCTRINE - (12)

1941 - 33 1/3rpm - 15 min.

During the administration of James Monroe, foreign powers threatened the security and independence of the United States. Monroe's answer was the "Monroe Doctrine".

VIRGINIA PLAN, THE - (12)

1941 - 33 1/3rpm - 15 min.

The Virginia Plan grew out of the chaotic struggle of free people to balance justice and order with basic liberties. Various plans for a constitution were submitted.

VIRGINIA RATIFIES THE CONSTITUTION - (22)

1948 - 78rpm - 30 min.

Dramatization transcribed.

OUR AMERICAN HERITAGE - (15)

Teach - O - Discs

DRAFTING THE CONSTITUTION - Part I and II

DRAFTING THE CONSTITUTION - Part III and IV

UNIT IV

AMERICAN LIFE BECOMES BETTER FOR THE COMMON MAN.

TEN MUSKETS, THE - (1)

1949 - 33 1/3rpm - 15 min.

Eli Whitney and the invention of the cotton gin and of what is possibly a more important contribution. Whitney's invention of mass production and assembly line techniques.

ONE MAN AIR FORCE, THE

1948 - 33 1/3rpm - 15 min.

Years before the Wright brothers were born, an American named Thaddeus Lowe dreamed of flying the Atlantic in a balloon. He did convince Abraham Lincoln of the value of his observation balloon and finally proved the value of his idea during the Confederate march on Washington.

OLD IRONSIDES - (1)

1949 - 33 1/3rpm - 15 min.

A Philadelphia Quaker, Joshua Humphreys, designed the frigate Constitution - one of the vessels in the early six-ship United States Navy.

THE KENTUCKY RIFLE - (1)

1948 - 33 1/3rpm - 30 min.

This tells a story of early America - the story of a famous weapon and the men who designed it. Among these men was John Snell, a gunsmith of Kentucky, whose lifetime spanned the years from George Washington to Warren G. Harding. To John Snell and men like him goes credit for helping to carve from the wilderness and wild together a great country, through the invention and use of the Kentucky Rifle.

JOHN TYLER - (14)

1948 - 78rpm - 30 min.

Radio dramatization of events leading to the annexation of Texas.

OLD HICKORY - (13)

78rpm - 33 1/3 rpm

DEMOCRACY GOES INTO ACTION - (12)

1940 - 33 1/3rpm - 15 min.

When George Washington took over his duties as the first President of the United States in 1789, democracy started on its supreme test. Apprehensive citizens soon realized however, that America had a strong and powerful foundation in its Constitution. The national government began to function smoothly and efficiently, and a period of calm prosperity set in.

DEMOCRACY COMES OF AGE - (12)

1940 - 33 1/3rpm - 15 min.

A freer, democratic spirit prevades the American scene -----during Andrew Jackson's period universal manhood suffrage becomes a fact.

UNIT V

AMERICAN DEMOCRACY GROWS STRONGER AS THE NATION ADVANCES ACROSS THE CONTINENT.

WESTWARD ADVANCE OF DEMOCRACY, THE - (12)

1942 - 33 1/3rpm - 15 min.

This is the story of the westward march of the pioneers whose spirit has colored the whole future of American life. They faced the problems of land distribution, the administration of law and order, the creation of a new economic order, and they rose to their responsibilities in a magnificent manner.

THE CONESTOGA WAGON - (1)

1949 - 33 1/3rpm - 15 min.

The same inventive genius that today develops our smooth riding automobiles was the spirit behind this wagon.

DEMOCRACY ADVANCES - (12)

1940 - 33 1/3rpm - 15 min.

Democracy is no static set way of life ---- the Founding Fathers, who planned our Constitution, created for us a system of government under which charges could be brought about in a peaceful orderly manner by ballot. Reviews Jacksonian Democracy Era.

INCREASING COMPLEXITY BRINGS INCREASING REGULATION - (12)

1940 - 33 1/3rpm - 15 min.

As a few courageous pioneers moved westward they had to administer their own regulations within their own rural communities. Hence, they were adverse to any governmental interference in their way of life - some form of government control became necessary.

THE RIVER TAMER - (1)

1948 - 33 1/3rpm - 15 min.

This program tells the story of Henry Miller Shreve and how he cleared the Mississippi and Red Rivers for the Westward march of progress after the War of 1812. He cleared these streams and became known as the River Tamer.

DEMOCRACY AND THE FARMER - (12)

1940 - 33 1/3rpm - 15 min.

As the Atlantic seaboard became more crowded and the land less fertile, the farming population of the United States moved westward. Unsecured land titles worked many injustices against the farmer. The farmers livelihood became a precarious one.

DEMOCRACY CAN BE BETRAYED - (12)

1940 - 33 1/3rpm - 15 min.

Weakness, indifference and disloyalty among citizens threaten not only those entrusted with high responsibility, but even the nation itself. A plot against Washington had succeeded American History might have been different.

ANDREW JACKSON - (14)

1948 - 78rpm - 30 min.

Old Hickory found it necessary to call a Cabinet

meeting to defend the reputation of the wife of Major John Eaton. When feminine Washington refused to accept Peggy Eaton socially, President Jackson requested the resignations of his entire cabinet with the exception of Postmaster General.

JAMES K. POLK - (14)

1948 - 78rpm - 30 min.

A little known event in the administration of James K. Polk: the settling of the dispute between England and the United States over the Oregon Territory.

PRESIDENT JAMES POLK - MEXICAN WAR - (14)

President Polk was instrumental in the prosecution of the war with Mexico which ended with our acquisition of California, Arizona and New Mexico.

BLAZING THE WESTWARD TRAIL - (12)

1940 - 33 1/3rpm - 15 min.

Lewis and Clark carry the American flag into new territories to the west.

"GO WEST, YOUNG MAN" - (12)

1940 - 33 1/3rpm - 15 min.

Inspired by Horace Greeley's famous advice citizens and emigrants stream across the continent to establish a greater America.

THE MAN WITHOUT A COUNTRY C-115 - (20)

The dramatic story of Lieutenant Philip Nolan "the man without a country."

UNIT VI

THE NATION DIVIDES AND REUNITES

PRESIDENT ABRAHAM LINCOLN - CIVIL WAR - (14)

1948 - 78rpm - 30 min.

Little was known of the hours that President Lincoln spent in the War Department telegraph offices during the important battles of the Civil War and of his deep and sincere belief in the power of prayer.

BATTLE OF BULL RUN - (22)

1948 - 78rpm - 30 min.

Vivid re-enactment of this famous event in Civil War History.

BATTLE OF GETTYSBURG - (22)

1948 - 78rpm - 20 min.

The historic battle of the War between the states is presented in the rapid style typical of modern broadcasting.

THE BLUE AND THE GRAY - (12)

1946 - 33 1/3rpm - 15 min.

The sage of a tragic period. The great war exhausts both sides and leaves the South in ruins. There is neither victor nor vanquished, so far as the women and children of both sides are concerned.

U.S. GRANT - (14)

1948 - 78rpm - 30 min.

In 1871 it was claimed that the British were indebted to the United States for damages incurred when they aided the Confederacy. Senator Sumner's diplomacy almost caused complications and nearly prevented the successful settlement of the dispute.

SURRENDER AT APPOMATTOX - (22)

1948 - 78rpm - 20 min.

General Lee surrendered to General Grant at Appomattox in 1865.

LINCOLN PARDONS A DESERTER - (14)

1949 - 78rpm - 30 min.

President Lincoln becomes embroiled in a bitter dispute with his Secretary of War because of pardoning too many court martialled soldiers, even one sentenced to death as a deserter.

ABRAHAM LINCOLN AND THE FIRST ATTEMPT AT ASSASSINATION - (14)

1949 - 78rpm - 30 min.

A plot to assassinate the President while attending a meeting at Baltimore prior to his inauguration is foiled by Detective Pinkerton.

ABRAHAM LINCOLN'S LAST DAY - (14)

1948 - 33 1/3rpm - 30 min.

An intimate account of events on Lincoln's last day. Definite protests of Secretary Stanton - he insists on attending the theatre, which leads to one of the most tragic moments in American history.

THE LONESOME TRAIN - (5)

78rpm

Story of the train bearing Lincoln's body from Washington to Springfield, Illinois.

DEATH OF JOHN WILKES BOOTH - (22)

1948 - 78rpm - 30 min.

Radio dramatization.

THE SENATE ACQUITS ANDREW JOHNSON - (22)

1949 - 78rpm - 30 min.

Andrew Johnson is acquitted of charges for which he was impeached, thus the first and only impeachment of a president of the United States fails.

CONGRESS IMPEACHES ANDREW JOHNSON - (14)

1948 - 30 min.

President Johnson removed Mr. Stanton as Secretary of War despite the Tenure of Office Law previously passed by Congress. Mr. Stanton's powerful influence brings about the impeachment. The impeachment trial justified the President.

CONSCIENCE OF BLACK DANIEL - (4)

1948 - 78rpm - 30 min.

A story of Daniel Webster during the period of his life when he was secretary of State. Describes the conflict between his political ambitions and his conscience during the highly controversial Canadian border dispute.

LINCOLN MEMORIAL - (12)

1943 - 33 1/3rpm - 15 min.

Lincoln's fight for freedom must be continued and Americans must strive to preserve the Union of all the liberty-loving people of the earth.

GEORGE WASHINGTON CARRIER - (19)

1948 - 78rpm - 30 min.

Leaving his home as a boy to work his way through school and college, George Washington Carrier taught Americans how to grow crops and how to make strange uses of what they grew.

WITH MALICE TOWARD NONE - (13)

30 min.

TIMES THAT TRY MEN'S SOULS - (13)

LINCOLN'S TRIUMPH OVER FAILURES - (13)

THE MODERN VIKING - (1)

1948 - 33 1/3rpm - 15 min.

This is the story of John Erickson - the Modern Viking - best remembered for his famous ironclad vessel, the Monitor.

THE MONITOR AND THE MERRIMAC - (22)

1948 - 78rpm - 30 min.

Vivid radio dramatization of this historical naval engagement.

CIVIL WAR - SONGS OF THE SOUTH - (5)

SONGS OF THE NORTH - (5)

Thirty-five of the most popular songs sung from 1861-1865.

I'M AN AMERICAN DAY - (8)

33 1/3rpm - 15 min.

This dramatization presents Mr. Maurice Evans acting as Walt Whitman in a specially written play the words of which were taken directly from Whitman's poem and what he has to say about America and democracy is especially timely even today.

UNIT VII

THE UNITED STATES USES ITS RESOURCES TO BUILD A WELL-BALANCED

NATION.

CLOSING FRONTIERS F-110 - (8)

33 1/3 rpm

This program pictures America over the period from 1890 to 1920, and deals with events and influences which have tended to change the emphasis of American life.

SURRENDER OF SITTING BULL - (22)

1949 - 78rpm - 30 min.

July 21, 1881. Sitting Bull surrendered at Fort Buford in the Dalaota territory and the Indian Wars were over.

MAJOR JOHN POWELL CONQUERS THE COLORADO - (22)

1948 - 78rpm - 30 min.

On August 28, 1869 Major John W. Powell and his party completed their daring journey through the Grand Canyon by boat. This was a milestone in the opening up of the west and in American history.

OKLAHOMA LAND RUN - (22)

1948 - 78rpm - 30 min.

Vivid description, splendid acting and realistic sound effect turn back the clock and transport the listener to the scene of this historic event, the greatest land grab in American history.

THE BRIGHT MOHAWK VALLEY - (5)

New York's song of restless Americans in increasing numbers spreading their settlements over more territory.

WANDERIN - (5)

FREE LITTLE BIRD

There were three million square miles to cover, and it is not surprising that the roving population sang such songs.

SHOOT THE BUFFALO - (18)

There was a constant desire to secure a better existence as expressed in the spiritual interests.

THE BLUE MOUNTAIN LAKE

THE DAYS OF '49

DARK AS A DUNGEON

NINE POUND HAMMER

SIXTEEN TONS

Classic songs of the miner.

A SIDETRACKED INVENTOR - (13)

ANDREW CARNEGIE - (7)

Finishes with actual voice of Andrew Carnegie as recorded by Thomas Edison on wax cylinder.

THOMAS A. EDISON - (7)

Addressing Electrical Convention - actual voice as recorded on wax cylinder.

DEATH OF MAXIMILLIAN - (22)

1948 - 78rpm - 30 min.
June 19, 1867 to the scene of the execution of the last royal in North America.

ATTACK ON THE ALAMO - (22)

1948 - 78rpm - 30 min.
A vivid dramatization of the historical attack on the Alamo presented as though it were actually occurring.

UNIT VIII

POWER OF NATIONAL GOVERNMENT GROWS TO MEET NEW PROBLEMS.

WOMEN IN A DEMOCRACY - (12)

1940 - 33 1/3rpm - 15 min.

The story of the growth of democracy involves the agitation in the United States for the emancipation of women and their equality before the law with men. The struggle for emancipation was not easily accomplished. Indeed, it has not yet been entirely achieved, but in our democracy, women enjoy a status so far above that granted in totalitarian states that the contrast is startling.

PRESIDENT MCKINLEY - (14)

1948 - 78rpm - 30 min.

The assassination of President McKinley.

DEMOCRACY IN INDUSTRY - (12)

1940 - 33 1/3rpm - 15 min.

The gradual trend in the United States toward industrialization progressed so that by 1860 one third of the nation's population gained its livelihood in industry. At the same time, the American capitalistic system developed an era of prosperity shared by all, but not in proportions that, to the laborers, seemed fair.

YOUNG WOMEN PLAY THEIR PARTS - (12)

1941 - 33 1/3rpm - 15 min.

Ever since 1620, young women have been called upon to do their part in helping build America. As home-makers, mothers, teachers, even judges and aviatrixes, their contributions have been great and varied. Women like Florence Allen, Jane Adams, Amelia Earhart, and Emma Lazarus are just a few of the outstanding examples.

THE CRUSADE FOR WOMEN'S RIGHTS - (12)

1948 - 33 1/3rpm - 15 min.

Equal rights for American womanhood: Susan B. Anthony's contribution.

THE FLAME - (5)

1947 - 78rpm - 30 min.

The story of the struggle for Women Suffrage waged by Susan B. Anthony.

KNOWLEDGE AND THE ARTS ENRICHED THE LIFE OF THE AMERICAN PEOPLE.

JANE ADDAMS - (12)

1949 - 33 1/3rpm - 15 min.

This transcription is a radio drama based upon the life of Jane Addams. The program is factually accurate.

PAGING MISS ELLEN - (4)

1948 - 78rpm - 30 min.

The story of a shocking young lady who became a scientist in the early 1870's when no respectable girl dared venture beyond the sewing circle.

PRESIDENT TEDDY ROOSEVELT - Armed Force Officers - (14)

1948 - 78rpm - 30 min.

Always an ardent believer in physical fitness President Teddy grew increasingly annoyed at the corpulence and the lack of military bearing of his desk officers in the armed forces. A humorous account of how he forced them to keep in trim.

QUEEN OF THE HEARTBREAK TRAIL - (4)

1948 - 78rpm - 30 min.

In 1897 Harriett Pullen arrived in Alaska determined to make a home for her fatherless children. After singing in a dance hall, cooking in a camp, driving pack teams, and operating a hotel, she achieves her ambition.

SAMUEL GOMPERS - (12)

1949 - 33 1/3rpm - 15 min.

Radio drama based on life of Samuel Gompers. The program is factually accurate.

FREEDOM'S PEOPLE - (8)

33 1/3rpm - 30 min.

Series of dramatized educational programs deal with the Negro's participation in American life.

Titles include:

Contribution to Music F-137

Contribution to Science and Discovery F-138

Contribution to Sport F-138

Contribution to Military Service F-140

Contribution to Industry F-141
Contribution to Education F-142
Contribution to The Arts F-142
Contribution to the Theater F-143

THE BOILING POT - (13)

33 1/3rpm

ONE NATION, INDIVISIBLE - (8)

33 1/3rpm - 30 min.

The deep desire for freedom brought us to America from all the lands of the world. This program presents citizens of several nations alike vowing their faith in democracy as the greatest way of life ever created for man.

IMMIGRANTS ALL: AMERICANS ALL - (8)

Twenty-four recorded programs

1. Our English Heritage
2. Our Hispanic Heritage
3. Scotch and Welsh
4. Winning Freedom
5. The Negro
6. French-Speaking People and Hollanders
7. Irish
8. Germans
9. Scandinavians
10. Closing Frontiers
11. Jews
12. Slavs
13. Orientals
14. Italians
15. Near Eastern People
16. Other Groups
17. Contributions in Industry
18. Contributions in Science
19. Arts and Crafts
20. Social Science
21. A New England Town
22. An Industrial City
23. Grand Finale

UNIT X

THE UNITED STATES BECOMES A LEADER IN WORLD AFFAIRS.

GROVER CLEVELAND AND THE TARIFF - (14)

1949 - 78rpm - 30 min.

Because of treasury surplus President Cleveland forces fight with Congress to reduce tariff and lower prices. Because of this, his re-election is opposed, and through winning the popular vote he is defeated.

TEDDY ROOSEVELT - (14)

1948 - 78rpm - 30 min.

Teddy is determined to parade our naval might before the Orient. The world tour of the "White Fleet" in 1908 came about because of immigration difficulties with Japan.

TEDDY ROOSEVELT AND THE PANAMA CANAL - (14)

1949 - 78rpm - 30 min.

Shunted into the office of Vice-president, the death of McKinley makes President Roosevelt the logical leader in the fight for the Panama Canal.

TEDDY ROOSEVELT BECOMES PRESIDENT - (14)

1948 - 78rpm - 30 min.

Vice-President Roosevelt was on a hunting trip when President McKinley was assassinated. Events during the search for him and the dramatic moment when he was informed, are presented in this selection.

WOODROW WILSON - (12)

1949 - 33 1/3rpm - 15 min.

Based upon the life of Woodrow Wilson and is a factually accurate version.

WOODROW WILSON AND THE LEAGUE OF NATIONS - (14)

1949 - 78rpm - 30 min.

President Wilson breaks precedent to go to Paris in the cause of a just peace treaty. Upon his return he devotes all his energy to get Congress to ratify the League of Nations, even to the extent of touring the country.

PRESIDENT WILSON - WORLD WAR I - (14)

1948 - 78rpm - 30 min.

Radio dramatization of the period when Woodrow Wilson was doing everything in his power to prevent war with Germany.

BUILDING THE PEACE - (8)

33 1/3rpm - 30 min.

A series of seven broadcasts over the network of the NBC and sponsored by the Department of State, at the San Francisco Conference. Heard are outstanding statesmen. Subjects:

- F-125 What is American Foreign Policy?
- F-126 Main Street and Dumbarton Oaks.
- F-127 World Trade and World Peace.
- F-128 What About the Liberated Areas?
- F-129 What About the Enemy Countries?
- F-130 Our Good Neighbors of Latin America.
- F-131 The State Department Itself.

COMMANDER PERRY AT THE NORTH POLE - (22)

1949 - 78rpm - 30 min.

April 6, 1909 - Gripping tale of a historical day in exploration.

FRANKLIN D. ROOSEVELT - (12)

1949 - 33 1/3rpm - 15 min.

Radio drama based on the life of Franklin D. Roosevelt - factually accurate version.

GEORGE W. NORRIS - (12)

1949 - 33 1/3rpm - 15 min.

Radio drama based on life of George W. Norris - factually accurate version.

AL SMITH - (12)

1949 - 33 1/3rpm - 15 min.

This transcription is a radio drama based upon the life of Al Smith. The program is a factually accurate version.

JUSTICE AND THE LADY - (5)

1948 - 78rpm - 30 min.

A story of Chief Justice Holmes during his later life. The story begins with the period when Justice Holmes was in his sixties.

JUSTICES BRANDEIS AND HOLMES - (12)

1949 - 33 1/3rpm - 15 min.

Drama based upon the life of Justices Brandeis and Holmes. Factually accurate.

JOSEPH PULITZER - (12)

1949 - 33 1/3rpm - 15 min.
Transcription of a radio drama based upon the life of Joseph Pulitzer - factually accurate.

WENDELL WILKIE - (12)

1949 - 33 1/3rpm - 15 min.
Radio drama based upon the life of Wendell Wilkie. Program is a factually accurate version.

THE SEVENTH OF DECEMBER - (13)

ADVENTURES WITH ADMIRAL BYRD - (7)

Authentic dramatizations of dramatic episodes in the travels of Admiral Byrd.

THOSE HISTORIC YEARS - (7)

- Recorded History of World War II.
1. PEARL HARBO - President Roosevelt's War Message to Congress.
 2. D.DAY - Prayer by President - Roosevelt and General Eisenhower's Announcement of a Second Front.
 3. VE - DAY - Proclamation of Germany's Surrender by President Truman, King George VI and Prime Minister Churchill.
 4. VF - DAY - Transcription of the Japanese Surrender Abroad the U.S.S. Missouri and President Truman's Announcement of the End of World War II.

GROVER CLEVELAND AND THE FREE SILVER - (14)

1948 - 78rpm - 30 min.
In 1895 and 1897 the administration was caught between demands of free silver men led by William Jennings Bryan and the bankers led by J.P. Morgan. Cleveland got the gold that saved the treasury during a grave crisis.

WOODROW WILSON - (7)

Available on Magnetic Tape Addressing the American Indians.

ALASKA - GROWING UP - (13)

ALASKA - UNIVERSITY LIFE - (13)

ALASKA - LAND OF TOMORROW - (13)

OUR NATION'S SHRINES - (13)

ST. PAUL'S CHURCH	-- 1-2-1802
FANEUIL HALL	-- 1-2-1802
BUNKER HILL	-- 1-2-1803
INDEPENDENCE HALL	-- 1-2-1803
MOUNT VERNON	-- 1-2-1804
JEFFERSON MEMORIAL	-- 1-2-1804
LINCOLN MEMORIAL	-- 1-2-1805
STATUE OF LIBERTY	-- 1-2-1805
THE WHITE HOUSE	-- 1-2-1806
THE CAPITOL	-- 1-2-1806

VOICES OF YESTERDAY - (7)

Actual voices of great historical figures:

1. Newton D. Baker - Speaking on International Peace
2. P.T. Barnum - On the Famous P.T. Barnum.
3. William Jennings Bryan - Freedom of the
Philippines
4. Calvin Coolidge - Bestowing Distinguished Flying
Cross on Charles A. Lindberg.
5. Grover Cleveland - Campaign Speech.
6. Warren G. Harding - World War I Heroes.

CHAPTER X

THE INFANT AUDIO-VISUAL AID - TELEVISION

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THE INFANT AUDIO-VISUAL AID - TELEVISION

Television is without a doubt one of the most versatile communications ever developed. Its ability to convey life and events in action will have a profound influence upon learning in the future. Certainly there is much to be done before television achieves its full usefulness in teaching. But its importance lies in the dynamic quality of increasing the receptivity and retentivity of the mind. This "eye and ear mindedness" of students makes television one of the most promising of present day educational forces. As Wayne Coy has stated, "Television is the electronic blackboard of the future".¹ It offers an immediacy and vitality which sharpens interest and enables the educator to proceed with greater facility in penetrating and impressing the student mind.

As an audio-visual aid, television makes it possible for a teacher to do better (not less) teaching by providing indelible impressions of classroom subjects in action. Educators do see the potentialities in television - telescoping the halls of government, the sites of momentous happenings. It offers a vitalization to social studies which has the possibilities of creating within the student an appreciation of the world around him thereby enabling him to turn back to classroom texts with renewed interest and enthusiasm.

(1) Falsom, F. M. The Modern School Looks at Television.
pp. 4-5

Television will bring to us the "seeing" or visual medium. When we actually show a program in a classroom as well as listen to it, audio-visual aids will be functioning as complete units for the enrichment of classroom teaching. There is no doubt but that television has great potentialities for learning as an audio-visual aid. It also has limitations which have not as yet been overcome in a sufficient degree to make it possible to use television to any extent in the classroom itself. The educational goals therefore have not as yet been fully realized. At present the size of the screen on which the image is televised is somewhat small for classroom use. Most of the large broadcasting companies are planning television programs for junior and senior high school classes but the classes must be brought to the studio to see or participate in the programs. Thus the programs are not as yet available to all classes in all schools. However, due to the many technical problems not insurmountable but in the light of time element are a real deterrent, many television personnel look to films as a means of producing "live" telecasts. The usefulness of television in the classroom will depend upon the production of less costly receivers and the availability of large-screen receivers, and these as well as color television seem to be only a matter of time.

Television in the Social Studies -- The past few years have seen great progress in television. The number of television stations have increased to 65, (as of date) telecasting

their programs to four million receivers, observed by approximately twelve million televiewers. Teachers of certain school systems, for several years, have experimented with television as an instructional aid. Social studies teachers, in particular, should want to know about the advantages of television.²

The chief advantage of television is the addition of a visual image to radio broadcasting, the equivalent of adding another dimension. Instead of just obtaining a verbal description of the action the viewer becomes an actual witness of the scene. Television may be considered as combining the advantages of the sound motion picture and radio, it has the full, life-like appearance of the former and the on-the-spot coverage of the latter. The alert teacher who has used these two devices will look forward to employing this new one, although aware that shortcomings are present, just as they are for other traditional aids.

Television does not mean the end of the teacher. It does not, any more than the motion picture or radio, eliminate the individual classroom teacher. Like them, it can add to the effectiveness of teaching by presenting a more vivid and fully rounded impression. Television, like all other audio-visual aids is a useful supplement to teaching when it pro-

(2) Tyrrell, William G. "Television in the Social Studies". Social Education, XIII, (January, 1949) pp. 25-27.

vides a window revealing the living world.

To date, television has been particularly successful in the coverage of important events as they occur. Programs of news events which would be valuable in social studies classes are almost limitless. The television camera has attended meetings of Congress and Congressional committees. Local government also lends itself as a suitable subject for television presentation. A program drawing on notable officials of Washington for a weekly presentation of "Capitol Citizen" used in the classroom with the greatest effect. Questionnaires, asking for complete information on utilization and for opinions on contents and techniques have been sent to each teacher. The compilation of this data will constitute a valuable contribution to educational television.

Other institutions are endeavoring to arrange programs which will prove valuable educationally. A unique forum in which prominent guests, faculty members and students consider, "Backgrounds of Democracy" currently is being carried by a New Jersey Station. The seminars are a project of St. John's College of Annapolis, Maryland;³ are directed by a senior student and led by various faculty members. The current subject is "Civil Government" and the guest speaker, Frank Pace, Jr., Secretary of the Army.

(3) Lonnan, Sidney. "News of TV and Radio". New York Times, (April 23, 1950), p. 9

Commercial companies are making arrangements with school officials to televise educational sound motion pictures which have proven valuable. General Electric has produced a sound motion film entitled "Sightseeing at Home", which combines an explanation of television with an actual visit to their studio to see television in action. It tells the story of television simply and logically impressing the audience with the amazing advance marked by television in the field of electronics. It is indeed a wonder story of our times!⁴

Educational programs, also successful, have been forums, debates, discussions of topics of contemporary interest. The visual pattern, with the use of charts, maps and other teaching aids, enhances the liveliness of the program and expands the learning process. With encouragement from teachers, films of definite educational value should be presented. School systems of the future will be able to show a single film to a number of schools and classes at one time. Short films on historical subjects should not be overlooked.

Television, in spite of its progress and the well-meaning concern for public service programs, has not begun to utilize or even to realize the educational potentialities of this medium. It is conceivable that the social historian of the future may point to discussions and conferences held to

(4) Motion Pictures. General Electric, Visual Instruction Section, Schenectady, New York, 1949, p. 5.

decide on proposals for eliminating from television the undesirable influences on the country's youth. Teachers interested in investigating the educational values of television will conclude that its values are many. By giving their support to increasing the programs of civic and community affairs, non-fictional film, and other educational productions, they will have another worthwhile instructional aid at their disposal.

Future Possibilities of Television -- Television is here. The Columbia Broadcasting Company has just announced that network television is on the way and that coast-to-coast hook-ups are not many years away. Recently Philadelphia, Baltimore and Washington were tied in with New York and Boston by co-axial cables. Already we see the educational potentialities of television in such suitable programs for pupils as those in the series "Stop-Look and Learn", sponsored by the National Education Association and seen and heard over (NBC-TV) each Monday through Friday at five o'clock PM Eastern Standard Time. Valuable for social studies classes would be the program the "Explorers Club", a study of history and geography presented in cooperation with leading explorers. Explaining the work and activities of leading government departments is the program entitled "Your Uncle Sam" which, excepting for the scheduled time factor would be very useful in a classroom equipped for television.

An interesting project to determine the role television

can play in education is being undertaken in the Philadelphia and Camden public and parochial schools by their respective Boards of Education. Television receivers have been installed on an experimental loan basis in thirty-one public and parochial schools both elementary and secondary schools in and around Philadelphia and Camden for the purpose of receiving four weekly telecasts designed for classroom viewing and produced with the cooperation of pupils and teachers.⁵ The educational world awaits with keen interest the results of this experiment. A wide variety of subjects is arranged for the broadcasts to determine which may be most effectively presented through television, while many types of presentation will be undertaken to determine how television may be valuably utilized.

One of the problems holding up the development of television is color video. Some believe that the industry has engaged in delaying tactics on color. Nevertheless, scientists have long been at work trying to develop a color video comparable to technicolor. This may be one of the causes for the fact that most of the television networks reported losses on their operations for the year 1949. Possibly many people are waiting for color video before purchasing television sets.

(5) Operation Classroom. Cooperative Project Under the Sponsorship of Philadelphia, Pennsylvania and Camden, New Jersey: Boards of Education. 1949-1950

The televised broadcast is expensive, requiring an elaborate camera crew, as well as background and scenery. The fact that the carrier wave travels in a straight line limits the range of the televised broadcast to about fifty or seventy five miles. Many stations will be needed to ensure good coverage. Nearest TV stations to Holyoke, in New Haven and Boston, are both more than fifty miles away and residents of Holyoke are liable to find their TV screens "snowy" in receiving even from these two places. Then, too, the present cost of receiving sets is very high.

In view of all these factors, it will be seen that the problem of bringing television to the school is great indeed. Transcribed television may be one of the answers. Should the cost of program and equipment be lowered, television should find its place in our schools.⁶ Education is without a doubt the greatest single enterprise in the United States. As such it can, with realism utilize television to bring knowledge to pupils.

(6) Lewis, P. "Television Goes to School." Educational Screen. Vol. 27, (November, 1948). pp. 439-441

CHAPTER XI

SUMMARY AND CONCLUSIONS

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SUMMARY AND CONCLUSIONS

Too many people have been prone to think of audio-visual aids as only those mechanical tools such as projectors, recorders and the vast area of implements which join hands with the field of education. It is to be hoped that the social studies teacher of junior high school history may see the vast amount of material open for use in both audio and visual instruction. It would be neither possible nor desirable for the teacher to make an effort to use all of the citations in these lists but it will rather be better to make such selections as will aid the educator to do a better job of teaching. This study in no way makes claim to the fact that the mere using of these aids will educate, for all administrators are still agreed that the best instrument of effective learning is the competent teacher. Many of the items listed will not lend themselves to one situation or another but the writer has endeavored to include a sufficiently large number of select materials that some should be usable under varying circumstances. From the most concrete direct purposeful experience as applied to United States history to the most abstract visual and verbal symbols examples and samples of types of situations have been included. Countless films, filmstrips, slides and flat pictures with their sources should form a very usable fund of materials for the year's work.

Summary -- It is to be hoped that those who appreciate

the many excellent opportunities in the field of audio-visual education will work intelligently and untiringly for an ever bigger and better audio-visual program. May they continue to show how the use of these materials and techniques, in addition to being good educational investments, is in the long run a good financial investment because through improved teaching comes a reduction in failures, repeaters, disciplinary troubles, and general dis-interest on the part of the pupil. Although traditions, apathy and conservatism hinder progress, continued effort on the part of that large army of enthusiasts who see and realize the aid to effective learning will eventually bring about full use of this newly developed field of teaching.

Conclusions -- The field of history lends itself most naturally to the use of audio-visual aids because of the vast amount of material available to augment the competent teacher and the worthwhile textbooks. There is no doubt that audio-visual aids vitalize the social studies and have proven their value since this has been ascertained both by observation as well as scientific measurement. Some of the important conclusions drawn from this study were:

1. That films, sound and slides, as well as filmstrips vitalize the social studies. The Armed Forces Tests prove that students learn up to thirty-five percent more by their use in a given time, and remember the facts fifty-five percent longer.

2. That sensory aids command attention and cause pupils to want to learn. By using methods employing a maximum amount of participation the school is preparing the pupil for life by actual living.

3. That audio-visual aid "build morals" by giving students confidence in their ability to learn. All psychologists are agreed that the most effective learning takes place when the learners want to learn. Interest arousing devices develop curiosity in the student.

4. The values and results of audio-visual instruction may be tested and measured as well as any other type of teaching of history, provided the correct procedure and follow-up has been adhered to. Audio-visual materials should never be used as ends in themselves.

5. That there are certain pupil preferences at junior high level which should be noted. These preferences found through careful study are: (1) there is a preference among boys and girls for those items which deal with those general activities that, within the cultural norm of the community, are primarily the province of boys and men as men, or girls as girls and so forth; (2) there is a difference in reaction among boys and girls to items which deal with specific activities or problems that are specifically within the realm of one sex or the other; (3) that when activities are common to both sexes boys prefer that they be presented from the boy's point of view; (4) generally speaking, students respond most

readily to familiar things in unfamiliar situations and to new things in familiar situations.

6. That no audio or visual aid is the "best" aid for history but that which is "best" is the one which gives the greatest response to a given situation. Hence the inadvisability of placing any citation in a given list in the "must" category.

7. That auditory aids, the radio and the phonograph, have a distinct place in the learning process of the history class of today.

8. That the newest medium of instruction, Television, should be viewed in the light of all its possibilities for the teaching of social studies.

9. That the efficient classroom teacher should keep abreast of the times continually adding to the current list of citations the newer items constantly arriving through those channels of information familiar to all.

APPENDICES

SOURCES OF CHARTS, GLOBES AND MAPS

SOURCES OF MOTION PICTURES

SOURCES OF FILMSTRIPS

SOURCES OF FLAT PICTURES

SOURCES OF RECORDS AND TRANSCRIPTIONS

IN ACKNOWLEDGEMENT

APPENDIX I

SOURCES OF CHARTS, GLOBES AND MAPS

1. A.J. Nystrom & Company, 3333 N. Elston Ave., Chicago.
2. Denoyer-Geppert Company, 5235 Ravenswood Ave., Chicago.
3. McKinley Publishing Company, 1021 Filbert St., Philadelphia.
4. Milton Bradley Company, New Brunswick, New Jersey.
5. National Geographic Society, Sixteenth and M Streets., Washington, D.C.
6. Rand McNally & Company, 532 S. Clark St., Chicago 5.
7. United States Department of Commerce, Washing, D.C.
8. United States Department of the Interior, Washing, D.C.
9. United States Geological Survey Maps, Washington, D.C.
10. Weber-Costello Company, Chicago Heights, Illinois.

APPENDIX II

SOURCES OF MOTION PICTURES

1. Academic Film Co., 113 West 42nd St., New York 18.
2. Allen & Allen Productions, 3947 W. 59th Place, Los Angeles 43, Calif.
3. Allied 16mm Distributors Corp., 1560 Broadway, New York 16.
4. American Film Registry, 28E. Jackson Blvd., Chicago 11, Ill.
5. Bailey Films, Inc., 2044 N. Berendo St., Hollywood 27, Calif.
6. Artnur Barr Productions, 6211 Arroyo Glen, Los Angeles 42, Calif.
7. Brandon Films, Inc., 160 Broadway, New York 19.
8. Bray Studios, Inc., 729 Seventh Ave., New York 19.
9. Bryon, Inc., 1226 Wisconsin Ave., N.W., Washington, D.C.
10. Calvin Company, The, Kansas City, Missouri.
11. Cooperative League, The, 23 W. 45th St., New York 19.
12. Coronet Instructional Films, 919 N. Michigan Ave., Coronet Building, Chicago 1, Ill.
13. Dudley Pictures Corp., 9908 Santa Monica Blvd., Beverly Hills, Calif.
14. Eastin Pictures, P.O. Box 598, Davenport, Iowa.
15. Eastman Kodak Co., Informational Films Div., 343 State St., Rochester 4, N.Y.
16. Encyclopedia Britannica Films, Inc., Wilmette, Ill.
17. Everett Keith, Missouri State Teachers Association, Teachers Building, Columbia, Missouri.
18. Films Incorporated, 330 West 42nd St., New York 18.
19. Films of the Nations, 55 W. 45th St., New York 19.
20. Flory Films, Inc., 303 E. 71st St., New York 21.
21. Forum Films - The March of Time, 360 Lexington Ave., New York 17.

22. Frith Films, 840 Seward St., Hollywood 38, California.
23. Goodyear Tire and Rubber Co., Inc., Motion Picture Dept.,
1144 E. Market St., Akron, Ohio.
24. Graphic Services Section, Bureau of Mines, 9800 Forbes
St., Pittsburgh 13, Pa.
25. Hartley Productions, 20 W. 47th St., New York 19.
26. Hawley-Lord, Inc., 61 W. 56th St., New York 19.
27. Hardeastle Films, 818 Olive St., St. Louis 1, Mo.
28. Hoffberg Productions, Inc., 620 Ninth Ave., New York 18.
29. Hollywood Film Enterprises, Inc., Educational Division,
6060 Sunset Blvd., Hollywood 28, Calif.
30. E. P. Hunt, Box 3006, Stanford University, Calif.
31. Illinois Central Railroad, Bureau of Audio-Visual Aids,
135 E. 11th Place, Chicago 5, Ill.
32. International Film Bureau, 84 East Randolph St., Chicago 1.
33. International Films Bureau, Inc., 6 North Michigan Ave.,
Chicago 2.
34. International Geographic Pictures, 1776 Broadway, New
York 16.
35. Knowledge Builders, 625 Madison Ave., New York 25.
36. Kodascope - Eastman Kodak Stores, Inc., Kodascope
Libraries Div., 356 Madison Ave., New York 17.
37. Motion Picture Bureau, New York Central System, 466
Lexington Ave., New York 17.
38. New York University Films Library, 26 Washington Square,
New York 3.
39. Nu Art Films, Inc., 145 W. 45th St., New York 19.
40. Official Films, Inc., 25 W. 45th St., New York 19.
41. Oklahoma University Press, Norman, Okla.
42. Pan American Society, 75 Newbury St., Boston 16, Mass.

43. Post Pictures Corp., 115 W. 45th St., New York 19.
44. Princeton Film Center, Princeton, New Jersey.
45. Simmel - Meservey, 321 S. Beverly Dr., Beverly Hills, Calif.
46. Sherman Plans, Inc., 420-421 Victor Building, Washington 1, D.C.
47. Teaching Films Custodians, Inc., 25 W. 43rd St., New York 18.
48. United States Department of the Interior, Graphic Services Section, Bureau of Mines Experiment Station, 4800 Forbes St., Pittsburgh 13, Pa.
49. Virginia Conservation Commission, Division of Publicity and Advertising, Richmond 19, Va.
50. Wertele Film Productions, P.O. Box 504, Orlando, Fla.
51. Yale University Press, Film Service, 386 Fourth Ave., New York 16.
52. Young America Films, Inc., 18 E. 41st St., New York 17.

APPENDIX III

SOURCES OF FILMSTRIPS

1. Anti-Defamation League, 212 Fifth Avenue, New York 10.
2. Bryant Foundation, 737 N. Edgemont St., Los Angeles 27.
3. Contemp Productions, 6345 Primrose Ave., Hollywood 28, Calif.
4. Current Affairs Films, Div. of Key Productions, 18 E. 41 St., New York 17.
5. Curriculum Films, Inc., 1775 Broadway, New York 19.
6. Eye Gate House Inc., 330 W. 42nd St., New York 18.
7. Filmfax Productions, 995 A First Ave., New York 22.
8. Film Publishers, Inc., 25 Broad St., New York 4.
9. Film Research Associates, P.O. Box 205, Madison Square Station, New York 10.
10. Informative Classroom Picture Publishers, Grand Rapids 2, Mich.
11. Jam Handy Organization, 2900 E. Grand Blvd., Detroit 11.
12. Life - Filmstrips, 9 Rockefeller Plaza, New York 20.
13. Popular Science Publishing Co., Audio-Visual Div., 353 Fourth Ave., New York 10.
14. Santa Fe Railway, Chicago, Ill.
15. Society for Visual Education, Inc., 100 E. Ohio St., Chicago, Ill.
16. Stillfilm, Inc., 171 South Los Robles Ave., Pasadena 5, Calif.
17. United States Dept. of Agriculture, Extension Service, Washington 25, D.C.
18. Young America Film, Inc., 18 E. 41st St., New York 17.

APPENDIX IV

SOURCES OF FLAT PICTURES

1. American Historical Series, Dupont Circle Building, Washington 6, D.C.
2. Building America, Association for Supervision and Curriculum Development of the National Education Association 2 West 45th St., New York 19.
3. Colliers - Crowell-Collier Publishing Co., Springfield, O.
4. Compton, F.E. and Company, Publishers, 1000 N. Dearborn St., Chicago 10, Ill.
5. Coronet, Esquire Inc., Coronet Building, Chicago 1.
6. Holiday, Independence Square, Phila. 5, Pa.
7. House and Garden, Conde Publishing Co., 420 Lexington Ave., New York 17.
8. Hygeia - Mount Morris, Ill.
9. Informative Classroom Pictures, 1209 Kalamazoo Ave., Grand Rapids, Mich.
10. Instructor, The - F.A. Owen Publishing Company, Dansville, New York.
11. Life, 540 N. Michigan Ave., Chicago, Ill.
12. Look, Cowles Magazines, Inc., 715 Locust St., Des Moines 4, Iowa.
13. National Geographic Magazine, Hubbard Memorial Hall, Washington, D.C.
14. Newsweek - Weekly Publishing Inc., Newsweek Building, 152 W 42nd St., New York 18.
15. New York Times Company, New York.
16. Perry Pictures Company, The - Box 400 Malden, Mass.
17. Saturday Evening Post, The - Independence Square, Phila. 5, Pa.
18. Scholastic - Scholastic Corporation, 7 E. 12th St., New York 3.
19. Springfield Union and Republican (Sunday) - Springfield, Mass.

20. Time - Time Inc., 540 North Michigan Ave., Chicago, Ill.

APPENDIX V

SOURCES OF RECORDS AND TRANSCRIPTIONS

1. Adventures in Research Series., National Broadcasting Company, Radio Recording Division, 30 Rockefeller Plaza, New York City.
2. American Book Co., 88 Lexington Ave., New York 16.
3. American Council on Education, Recording Division, New York University, Washington Square, New York City.
4. Cavalcade of America Series., National Broadcasting Co., Radio Recording Division, 30 Rockefeller Plaza, New York City.
5. Decca Records, 50 W. 57th St., New York City.
6. Eastin Pictures, P.O. Box 598, Davenport, Iowa.
7. Education Services, 1702 Street N.W., Washington 6, D.C.
8. Federal Education Committee, U.S. Office of Education, Federal Security Agency, Washington 25, D.C.
9. Growth of Democracy Series., Ideal Pictures Corporation.
10. Henry Holt and Co., Inc. 257 Fourth Ave., New York 10.
11. Instructional Films, Inc., 300 W. 42nd St., New York 18.
12. Lest We Forget Series., C.B.S. Columbia Broadcasting System, 485 Madison Avenue, New York City.
13. Massachusetts Department of Education, Office of Radio, Division of University Extension, 200 Newbury St., Boston 16.
14. Mr. President Series., American Broadcasting Co., Radio Recording Division, 30 Rockefeller Plaza, New York city.
15. Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Ave., New York 10.
16. Radio Transcription of America, Hollywood Blvd., at Cosmo, Hollywood, Calif.
17. R&A Victor Manufacturing Co., Inc., Camden, N.J.
18. Recordings Project of the Library of Congress, Washington 25, D.C.

19. Tales of Adventure Series., CBS Columbis Broadcasting System, 485 Madison Ave., New York City.
20. Treasury Star Parade Series., U.S. Office of Education, Federal Security Agency, Washington 25, D.C.
21. University of Connecticut, Storrs, Conn.
22. You Are There Series., CBS Columbia Broadcasting System, 485 Madison Ave., New York City.

APPENDIX VI

IN ACKNOWLEDGEMENT

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The writer makes no claim that the citations in the bibliography below constitute a complete list of all references that might be found concerning the topics discussed in the study. It was thought better to include a select list which the writer considered to be most valuable.

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