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102

*Motion Pictures on*

# Democracy

16mm Sound Films Selected and Recommended  
by an Office of Education Advisory Committee

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FEDERAL SECURITY AGENCY • Oscar R. Ewing, *Administrator*  
Office of Education • • • Earl James McGrath, *Commissioner*

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III.

## *Foreword*

**T**HIS SELECTIVE BIBLIOGRAPHY of motion pictures on democracy has been prepared by the Office of Education to assist teachers, school administrators, and community leaders in choosing and using visual aids in the teaching of democracy.

The motion pictures recommended in this bibliography portray the historical development of democracy and the meaning of that democracy today. It is our hope that they will be widely used in American schools and colleges to help bring about in American youth a better understanding of and a greater faith in American democracy.

On behalf of the Office of Education I wish to express appreciation to the members of the Advisory Committee of Visual Educators who assisted so much in the definition and preparation of this bibliography.

*Race J. Ginzberg*

Deputy Commissioner of Education

# *The Bibliography*

## **Background and Purpose**

The United States Office of Education, as part of a program to encourage and facilitate the teaching of democracy in American schools and colleges, initiated in May 1948 a project calling for the preparation, for subsequent publication, of a selective bibliography of visual aids on democracy. Such a bibliography, carefully prepared and annotated, should be extremely useful to teachers, school administrators, and community leaders.

## **Advisory Committee**

In undertaking the preparation of this bibliography, the Office of Education requested the advice and judgment of leaders in the field of visual education, especially of those individuals with extensive experience in viewing and evaluating visual materials. A work-conference of such leaders was held in Washington, D. C., on June 22-24, 1948. At this conference the scope of the bibliography was defined, both as to materials and subject matter; criteria were established for the selection of specific visual aids; and a preliminary list of 371 motion pictures, prepared in advance of the conference, was examined and evaluated, from which certain films were recommended for inclusion in the bibliography, others were rejected, and still others were suggested for further study and investigation. The conferees who participated in this conference and who constituted an Advisory Committee to the Office of Education in the preparation of this bibliography, are:

**MRS. PATRICIA BLAIR**  
*Library Film Advisor,  
American Library Association*

**JAMES W. BROWN**  
*Supervisor, Instructional Materials Center,  
University of Washington*

**VERNON DAMERON**  
*Harvard University  
Formerly Executive Secretary,  
Department of Audio-Visual Instruction,  
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ROBERT QUICK  
*Manager of Publications,*  
*American Council on Education*

ROBERT SCHACHT  
*Director, Bureau of Information and  
 Program Services,*  
*Extension Division,*  
*University of Wisconsin*

ROBERTSON SILLARS  
*Assistant Director,*  
*American Association for Adult Educa-  
 tion*

ERNEST TIEMANN  
*Assistant in Circulation, Audio-Visual  
 Center, and*  
*Assistant Professor, School of Education,  
 Indiana University*

NORMAN WOHLFEL  
*Director, Teaching Aids Laboratory,*  
*Ohio State University*

### Procedure of Evaluation

Following the work-conference, the Office of Education, acting upon the advice of the conferees and following the criteria established at the conference, screened and evaluated the films originally recommended for inclusion in the bibliography and those suggested for further study and investigation. For the most part, this reviewing was done by a group of five staff specialists, all of whom had participated in the conference, namely:

FLOYDE E. BROOKER, *Chief, Visual Aids to Education*

HOWARD CUMMINGS, *Specialist in Government and Economics, Division of Secondary Education*

J. L. PHALAN, *Specialist in Economics, Division of Higher Education*

SHERLEY REID, *Assistant Chief, Visual Aids to Education*

JENNINGS B. SANDERS, *Specialist in History, Division of Higher Education*

Reviews of 107 films—61 of them recommended for inclusion in the bibliography and 46 not so recommended—were sent in the early part of March 1949 to all members of the Advisory Committee for editing and approval, and upon the basis of the Committee's recommendations, a preliminary edition of the bibliography was issued in April 1949.

Following the publication of this preliminary edition of the bibliography, whose incompleteness was recognized by both the Office of Education and the Advisory Committee, additional films were screened and evaluated and reviews submitted to members of the Advisory Committee. In addition, the 61 films previously chosen for the preliminary edition were reevaluated and upon the basis of a more rigorous application of the criteria of selection, it was decided that several films previously accepted should not be included in the final edition of the bibliography.

In summary, 219 different films have been screened and evaluated in the process of preparing this bibliography: 102 were accepted and 117 were rejected.

The Office of Education expresses its appreciation to all the film producers and distributors who furnished review prints for screening and evaluation. In those few instances where review prints could not be obtained, the films have not been included in the bibliography.

Finally, a draft of this bibliography was submitted, for editing and approval, to all members of the Advisory Committee. In most instances the changes suggested by Committee members have been incorporated in the bibliography. It should be noted, though, that there has not always been unanimous agreement on the films selected for this bibliography—nor on all those rejected. But on all decisions, there has been majority agreement in the Committee.

### Scope of the Bibliography

In the first place, only 16mm sound films have been included in this bibliography. This limitation in no way implies that other visual aids—both projected and nonprojected materials—should not be used in the teaching of democracy. They most certainly should be. But for practical reasons this bibliography has been limited to motion pictures.

Secondly—and this is a most important criterion—only those films which deal directly with the principles and processes of democracy have been included in this bibliography. It is recognized that, to a certain extent, any film on American history or geography or economics or social problems may contribute to an increased understanding of our democracy, but such an interpretation would have resulted in a bibliography covering practically the total field of the social studies rather than a selective one on the subject of *democracy*. The application of this criterion is best shown, perhaps, in the major subject categories used for the classification of the films in the bibliography, namely:

I. *Our Democratic Heritage*. Here only those films which deal with the historical development of democratic principles have been included. Films portraying military battles, for example, or other historical events not specifically related to democratic concepts have not been included; but films dealing with the Bill of Rights or the Declaration of Independence have been included.

II. *The Meaning of Democracy*. In this category are films which illustrate such principles of democracy as freedom of speech and religion, respect for the individual, humanitarianism, etc., which distinguish democracy from totalitarianism.

III. *Democratic Processes*. Films included in this category portray democracy in action—in the home, school, community, government, and the world—but only those films have been selected which do portray processes uniquely democratic.

This delimitation of the scope of the bibliography resulted in the rejection of a number of films which, while they are undoubtedly useful in the teaching of economics or conservation or other subjects, are not directly and specifically related to democracy.

In addition to films portraying specific democratic concepts, the Office of Education and its Advisory Committee felt that certain general-interest films should be recommended for use in general meetings, particularly on patriotic occasions. Such films are listed under the category, "Movies for Patriotic Occasions."

### Criteria of Selection

Within this definition of the scope of the bibliography—16mm sound films presenting democratic concepts—the following criteria were applied in the evaluation of specific films. All films were evaluated upon these criteria and all members of the Advisory Committee and the Office of Education had a common understanding of these criteria.

1. Relevance to the subject
2. Accuracy and authenticity
3. Objectivity and impartiality
4. Clarity and comprehensibility
5. Interest and audience appeal
6. Quality
7. Availability and accessibility

### The Film Reviews

The form used for the reviews in this bibliography was designed to provide the basic information necessary to readers interested in using particular films. The first paragraph in each review gives complete bibliographic information, namely, the title of the film, its size (16mm), whether sound or silent, black and white (b/w) or color, its running time, the year in which it was produced, the producer, and the method of distribution. Specific instructions are given for purchasing, renting, and borrowing the film.

The second paragraph is a factual summary of the content of the film, and the third paragraph gives the Committee's recommendations for the use of the film. It is recognized that qualitatively there are variations in the films listed in this bibliography, but such critical evaluations have not been included in the reviews of the films. Some of the films are superb motion pictures; some are not; but all of them met the minimum standards. All are recommended for use in the teaching of democracy.



*Films on our*  
**Democratic Heritage**

From "The Howards of Virginia," courtesy, Columbia Pictures

*The United States and Its Traditions*

**The Flag Speaks**

16mm sound, color, 19 minutes, 1940. Produced by Metro-Goldwyn-Mayer. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Dramatized autobiography of the flag of the United States, from its first unfurling at Fort Stanwix in 1777 to the present day. Symbolic of freedom, the flag "speaks" of the struggles for such freedom during the last 150 years and recalls specific threats to the freedom of speech, religion, and assembly. The film closes with instructions for the display and recognition of the flag, and with the playing of "America the Beautiful."

**Committee Recommendation** Interesting and provocative, this film can be used for a number of purposes—as a historical review of American traditions, as a reminder of the fight for civil liberties and the need to continue that fight, and as an inspirational tribute on patriotic occasions. For grades 4-12, college, and adult audiences.

**Give Me Liberty**

16mm sound, color, 20 minutes, 1936. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.



**Film Summary** Dramatizes in fictionized form events leading up to Patrick Henry's famous "Give me liberty or give me death" speech. Portrays a party at Patrick Henry's house at which Thomas Faulkner sings "Soldiers of Freedom," following which British soldiers enter the house and arrest Faulkner over Henry's objections. At Mt. Vernon, Washington and Jefferson learn of the Boston Massacre and agree that it is time for Patrick Henry to speak out for freedom. Mrs. Henry, however, has exacted a promise from her husband that henceforth he will say nothing treasonable. At the request of George Washington, Mrs. Henry releases her husband from this promise, and he delivers his "Give me liberty or give me death" speech to the House of Burgesses meeting in St. John's Church in Richmond.

**Committee Recommendation** This dramatization of Patrick Henry's famous speech can best be used in social-studies classes (grades 7-12) as an introduction to the study of the American Revolution, in adult citizenship classes, and with general audiences on patriotic occasions.

### Land of Liberty

16mm sound, b/w, 80 minutes, 1941. Edited by Cecil B. De Mille. Presented by the Motion Picture Industry of the United States. Lease from Teaching Film Custodians Inc., \$100. Rent from film libraries of educational institutions.

**Film Summary** This film, compiled from 112 different theatrical motion pictures, is divided into four parts, each 20 minutes long, as follows:

*Part 1—Colonial Period and Early Years of the Republic to 1805.* Covers the period from 1765 to 1805 and shows by dramatic reenactment Thomas Jefferson proposing to send arms to the Boston patriots, the Governor of Virginia dissolving the Assembly, Edmund Burke pleading for the colonists, Patrick Henry delivering his "Give me liberty or give me death" speech, Jefferson reading the Declaration of Independence to the Continental Congress, the conflict between the States, George Washington reading the Preamble to the Constitution at the Constitutional Convention, James Madison speaking for the Bill of Rights, the westward movement, and President Jefferson sending James Monroe to Paris to purchase the Louisiana Territory.

*Part 2—History of the United States, 1805-1860.* Portrays the War of 1812, Dolly Madison rescuing the Declaration of Independence before British soldiers march into the White House, Andrew Jackson defeating the British at New Orleans, President Monroe signing his message to

Congress enunciating the Monroe Doctrine, the ~~siege~~ of the Alamo, General Sam Houston defeating Santa Ana, the Mexican War, the gold rush of 1849, the pony express and the Wells Fargo express routes, and the Lincoln-Douglas debates.

*Part 3—History of the United States, 1860-1890.* Covers the Civil War period, re-enacting such events as the fight between the Monitor and the Merrimac and Lincoln's address at Gettysburg; and the postwar period showing the carpet baggers in the South, the first transcontinental railroad, lawlessness then stability in the West, immigration, and the growth of industry.

*Part 4—History of the United States, 1890-1938.* Covers such events as the sinking of the battleship Maine, the Spanish-American War, the fight against yellow fever, the building of the Panama Canal, World War I, the sinking of the Lusitania, the League of Nations, and the beginnings of World War II; and presents a list of the achievements and problems of American democracy as of 1938.

**Committee Recommendation** This overview of the history of the United States, edited from Hollywood feature and short subjects, is a pictorial summary of our democratic heritage and can so be used particularly in junior and senior high-school social-studies classes and general auditorium meetings, as well as in college and in adult meetings. Each of the four parts can be used separately.

### **Our Monroe Doctrine**

16mm sound, b/w, 20 minutes, 1940. Produced by Academic Film Co. Purchase from Post Pictures Corp., \$90. Rent from 16mm film libraries.

**Film Summary** Dramatized re-enactment of a discussion by President James Monroe, Secretary of State John Quincy Adams, and Speaker of the House Henry Clay concerning the threat of European countries to regain control of South American Republics; an interview between Adams and an Austrian emissary; and Monroe's reading the statement of policy which has become known as the Monroe Doctrine.

**Committee Recommendation** While this film consists of conversations and may seem dull to some students, it has a real value in American history classes and in courses on foreign relations as background to the study of the Monroe Doctrine. For grades 10-12 and college audiences.

### **Sons of Liberty**

16mm sound, color, 20 minutes, 1939. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Portrays the contributions of Haym Solomon in the Revolutionary War; his participation in the "Sons of Liberty" organization, capture and imprisonment by the British, and his raising of money for General Washington and the Continental Army. Features Claude Rains.

**Committee Recommendation** In addition to its value as back ground to the study of American history and traditions this film helps provide an understanding of the Jews' contributions to the founding of America and can be used in the development of racial tolerance. For grades 6-12.

### United States

16mm sound, b/w, 46 minutes, 1945. Produced by the Directorate of Army Kinematography for the British War Office. Purchase from British Information Services, \$100. Rent from BIS or from 16mm film libraries.

**Film Summary** An American soldier in England overhears a British soldier and his girl describing the United States as a nation of gangsters, thinks of his home in Indiana, and wishes that someone would explain to the British what the United States is really like. A British commentator then describes the United States, its origin and history, the settlements at Jamestown and Plymouth, Declaration of Independence and the Revolutionary War, westward expansion and the growth of Chicago; the differences between the United States and England; characteristic habits and preferences of Americans; and the cooperative war effort of Great Britain and the United States.

**Committee Recommendation** While this film was produced for British soldiers, it is such a fair and sympathetic portrayal of American democratic traditions that it is particularly useful in American schools—either in social-studies classes or in general assemblies on appropriate occasions. Users should remember that the film was made during the war and also that it is a British interpretation of the United States, although this latter fact, in the opinion of some members of the Committee, enhances rather than detracts from the appeal of the film. For grades 7-12, college, and adult audiences.

### War Came to America

16mm sound, b/w, 60 minutes, 1945. Produced by the U. S. Army Pictorial Service. Edited by American Film Services Inc., 1948. Not for sale. Rent from American Film Services Inc. or from 16mm film libraries.

**Film Summary** Reviews briefly the history of the United States, emphasizing the people of many nations that formed "we the people";

describes the characteristics, habits, and beliefs of the American people; and with this background explains the events leading up to the United States entry into World War II. All of the major events from the Japanese invasion of Manchuria in 1931 to Pearl Harbor in 1941 are covered. The film shows how public opinion, as measured by the Gallup poll, changed during the 10 years, and makes the point that, while Americans hate war, they will fight to protect their freedoms.

**Committee Recommendation** This is a shortened version of the Army film, *War Comes to America*, which was made in 1944-45 as an educational film for soldiers. It is a superbly produced historical record of the 1930's, containing many of the original pictures of the period and the speeches of President Roosevelt, Secretary of State Hull, and other public leaders, and should have widespread usefulness in history classes.

Teachers should remember that the film presents a point of view held in 1945 and recognize that this point of view, particularly toward Russia and Japan, has changed since the film was made. As a matter of fact, teachers might well use the film to demonstrate how public opinion changes.

The first part of the film, portraying the historical development and characteristics of the American people, can be used independently as a rather inspiring tribute to the American way of life. For grades 7-12, college, and adult audiences.

### **War Comes to America**

16mm sound, b/w, 67 minutes, 1945. Produced by the U. S. Army Pictorial Service. Released for civilian use through the U. S. Office of Education. Purchase from United World Films Inc., \$77.41. Rent from some 16mm film libraries.

**Film Summary** This is the full-length Army film from which *War Came to America*, described above, was made. See the film summary for *War Came to America*.

**Committee Recommendation** See the committee recommendation for *War Came to America*.

### **Wilson**

16mm sound, color, 135 minutes, 1944. Produced by Twentieth Century-Fox Corporation. Not for sale. Rept from Films Inc.

**Film Summary** "Sometimes the life of a man mirrors the life of a nation. . . . This is the story of America and the story of a man, Woodrow Wilson, 28th President of the United States." Thus the foreword to this film synthesizes its theme and its content. Among the events portrayed in the film are Wilson as President of Princeton University

and as Governor of New Jersey, the Democratic Convention of 1912 and the nomination of Wilson on the 46th ballot, Wilson family life in the White House, the death of Mrs. Wilson and the President's marriage to Mrs. Galt, the campaign of 1916, German warfare against American ships, the Declaration of War against Germany, the War and the 1918 Armistice, the President's enunciation of his 14 Points, his trip to Paris and triumphal reception there, the formation of the League of Nations, the President's return home to meet defeat in the Senate, his tour of the country to obtain popular support of his program, his illness and return to Washington, the election of Harding in 1920, and the decision of the United States not to become a member of the League of Nations.

**Committee Recommendation** This feature-length motion picture is a superb historical portrayal of a crucial period in our history and of the beliefs and actions of President Wilson during that period. The film is especially valuable in the study of United States history, government and civics, and international relations. For grades 7-12, college, and adult audiences.

### **Winning Our Independence**

16mm sound, b/w, 37 minutes, 1948. Excerpted by Teaching Film Custodians Inc. in collaboration with the Audio-Visual Committee of the National Council of the Social Studies from the feature picture, *The Howards of Virginia*, originally produced in 1940 by Columbia Pictures Corp. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Portrays Matthew Howard (played by Cary Grant) and his wife in their home at Albemarle, Va.; Howard's discussions with Thomas Jefferson leading to Howard's election to the House of Burgesses; his siding with the liberals; Patrick Henry's speech, "If this be treason, make the most of it"; the dissolution of the House of Burgesses by the Royal Governor; establishment of the Committee of Correspondence; the Boston Tea Party; Henry's "Give me liberty or give me death" speech; Howard's joining the Continental Army; Jefferson rebuking the conservatives for their lack of faith in democracy; and the victory of the Continental Army.

**Committee Recommendation** This is a skillful condensation of the theatrical film *The Howards of Virginia* which preserves the story and dramatic quality of the longer picture, yet accents the crucial issues in the War for Independence and the democratic concepts of such men as Thomas Jefferson. For grades 6-12, college, and adult audiences.

## *Law and Justice*

### **English Criminal Justice**

16mm sound, b/w, 22 minutes, 1947. Produced by British Information Services. Purchase from BIS, \$47.50. Rent from 16mm film libraries.

**Film Summary** Explains the principles of English justice and illustrates their application in the procedures of two courts—one handling a petty misdemeanor; the other, Old Bailey, trying a murder case. The film stresses such principles as the right of trial by jury, presumption of innocence until proved guilty, impartiality of the judge, right of the accused to counsel, and hearings in an open court.

**Committee Recommendation** A straightforward, nontechnical explanation of democratic principles of law and justice, this film is interesting to all types of audiences. While it deals with English jurisprudence, the democratic principles it portrays are a basic part of American life. For grades 7-12, college, and adult audiences. Recommended by the Institute of Adult Education.

## *The Declaration of Independence*

### **Declaration of Independence**

16mm sound, color, 19 minutes, 1938. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Dramatizes events of the Second Continental Congress, including Lee's motion for independence, Jefferson's drafting of the Declaration of Independence with the help of Adams and Franklin, the debate in Congress, Rodney's ride from Delaware in order to cast the deciding vote, and the signing of the Declaration by Hancock and Franklin.

**Committee Recommendation** While this film is somewhat romanticized and the Rodney incident overdramatized, it can be profitably used, particularly in lower grades, as motivation to further study of the Declaration of Independence. For grades 5-12.

### **Our Declaration of Independence**

16mm sound, b/w, 20 minutes, 1940. Produced by Academic Film Co. Purchase from Post Pictures Corp., \$90. Rent from 16mm film libraries.

**Film Summary** Historical dramatization of the reasons for and the events leading up to the adoption of the Declaration of Independence. Through a series of discussions by Revolutionary leaders, the effect of

the Stamp Act, Quartering Act, Boston Tea Party, abolition of the Virginia House of Burgesses, and other events are explained and related to the First and Second Continental Congresses and to the drafting of the Declaration of Independence. Washington, Jefferson, Franklin, John Adams, Samuel Adams, Hancock, Henry, and Lee are portrayed in the film.

**Committee Recommendation** This film consists primarily of conversations and while some people, particularly younger students, may find the lack of action dull, there is real drama in hearing once again the beliefs of our Revolutionary leaders. For grades 10-12 and college students.

## *The Constitution*

### **Our Constitution**

16mm sound, b/w, 20 minutes, 1940. Produced by Academic Film Co. Purchase from Post Pictures Corp., \$90. Rent from 16 mm film libraries.

**Film Summary** Historical reenactment of the reasons for, and the drafting of the Constitution. Reviews the weaknesses of the Articles of Confederation and the need for a stronger national government, and dramatizes the beliefs and actions at the Constitutional Convention of such leaders as Washington, Franklin, Hamilton, Madison, Morris, and Randolph. Closes with Washington beginning his first inaugural address.

**Committee Recommendation** Although this film consists of conversations and may seem dull to some students, the characters' speeches which are taken almost verbatim from the original letters and speeches of Washington, Franklin, etc., have a dramatic quality that makes the film interesting as well as instructive. Its primary usefulness is, of course, in American history and government classes as background to the study of the Constitution. For grades 10-12 and college students.

### **Our National Government**

16mm sound, b/w, 10 minutes, 1941. Produced by Knowledge Builders. Purchase from Knowledge Builders, \$40. Rent from KB or from 16 mm film libraries.

**Film Summary** Reviews briefly the drafting of the Constitution in 1787 and attributes its provisions to four influential factors: (a) English traditions, (b) the Colonial charters, (c) the various State constitutions, and (d) political philosophies of the time, particularly those of Montesquie. Explains that the system of checks and balances in the Federal Government was deliberate, and describes some of these checks and balances in the legislative, executive, and judicial branches of the Government.

**Committee Recommendation** This film explaining the historical reasons for the structure of our Federal Government has its greatest usefulness in junior and senior high school social-studies classes, and in adult citizenship classes.

### **Servant of the People**

16mm sound, b/w, 21 minutes, 1937. Produced by Metro-Goldwyn-Mayer. Lease from Teaching Film Custodians Inc., \$60. Rent from film libraries of educational institutions.

**Film Summary** Dramatizes the difficulties and confusion resulting from State sovereignty under the Articles of Confederation; the calling of the Constitutional Convention in 1787; Randolph's presentation of the Virginia Plan and the opposition to this plan; Franklin's effecting a series of compromises; and the signing of the Constitution.

**Committee Recommendation** This film, interestingly and dramatically produced, is useful as an introduction to the study of the Constitution, an explanation of the reasons for certain Constitutional provisions, and a demonstration of democratic processes. For grades 7-12, college, and adult audiences.

### *The Bill of Rights*

#### **The Bill of Rights**

16mm sound, color, 17 minutes, 1939. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Portrays by means of dramatic reenactment some of the events influencing the colonists' demand for freedom of speech, religion, and person, and culminating in the adoption of the first 10 Amendments to the Constitution known as the Bill of Rights. Focuses upon events in Virginia, including the Royal Governor's dissolving of the Assembly, meetings of such leaders as Jefferson and Madison, the Governor's appropriation of the colonists' powder, Patrick Henry's speech, and the colonists' revolt in Williamsburg. Closes with Madison's speech for the adoption of the Bill of Rights.

**Committee Recommendation** This film dramatizes some of the colonists' concern for certain guarantees of personal freedom and can be best used as background to a study of the origin of our Bill of Rights. For grades 7-12, college, and adult audiences.

#### **Our Bill of Rights**

16mm sound, b/w, 20 minutes, 1940. Produced by Academic Film Co. Purchase from Post Pictures Corp., \$90. Rent from 16mm film libraries.

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**Film Summary** Reenactment of several hypothetical meetings in 1789 of Washington, Adams, Franklin, Hamilton, Jay, Madison, and Randolph and their discussion of whether the Constitution should be amended to include the so-called Bill of Rights. Under Madison's leadership and with Washington's approval, the amendments are passed by Congress and later ratified by the States. The film lists and explains briefly each of the first ten amendments.

**Committee Recommendation** Although the conversational quality of this film may make it seem dull to some students, the beliefs of Washington, Madison, and the other men portrayed, taken from their speeches and letters, are dramatic in themselves and should interest most students. The film is best used, of course, as background to the study of the Bill of Rights in American history and government classes. For grades 10-12, college, and adult audiences.

### **The Story That Couldn't Be Printed**

16mm sound, b/w, 11 minutes, 1939. Produced by Metro-Goldwyn-Mayer. Lease from Teaching Film Custodians Inc., \$30. Rent from film libraries of educational institutions.

**Film Summary** Emphasizes the theme of freedom of the press by dramatizing the story of John Peter Zenger who was arrested in 1734 for publishing in his newspaper an attack upon the Governor of New York; was imprisoned, tried, and nearly convicted; then acquitted as a result of his lawyer's plea for freedom of speech and of the press. Narrated by John Nesbit.

**Committee Recommendation** This film is an interesting, well-told account of an early fight for freedom of the press and is useful as an introduction to the study of the Bill of Rights and particularly of the freedom of the press. For grades 7-12 and adult audiences.

## *Abraham Lincoln*

### **Lincoln in the White House**

16mm sound, color, 21 minutes, 1939. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Dramatizes family and public incidents in the life of President Lincoln during the Civil War, including his receiving news of the firing on Fort Sumter, issuing the Emancipation Proclamation, pardoning Mrs. Scott's son, and delivering the Gettysburg address.

**Committee Recommendation** While members of the Committee disagreed as to the accuracy and integrity of the portrayal of Lincoln in this film, they did agree on its usefulness, particularly with general audiences. For grades 7-12 and adults.

### The Public Life of Abraham Lincoln

16mm sound, b/w, 35 minutes, 1930. Compiled from D. W. Griffith's *Abraham Lincoln* and presented by Gordon W. Hedwig. Purchase from Nu-Art Films Inc., \$150. Rent from Nu-Art or from other 16mm film libraries.

**Film Summary** This film consists of selected sequences from the feature-length film, *Abraham Lincoln*, starring Walter Huston, and emphasizes Lincoln's public life during the years 1860-65. After a brief review of important dates in Lincoln's life, including excerpts from the Lincoln-Douglas debates, the film shows Lincoln's being asked to be the Republican Party candidate for the Presidency; his overruling his cabinet and ordering that relief be sent to Fort Sumter; Northern and Southern troops marching to war; President Lincoln's pardoning a young soldier sentenced to death for desertion; his signing the Emancipation Proclamation; a rally of a retreating Northern army; General Lee's countermanding his aide's order to shoot a spy; Lincoln's explanation and defense of his terms of surrender; and finally, the President's assassination in Ford's Theatre.

**Committee Recommendation** This condensation of the Walter Huston feature film should be particularly useful in social-studies classes. While it is episodic, the particular sequences portray Lincoln's character and his great contribution to American democracy. For grades 7-12, college, and adult audiences.

### Young Mr. Lincoln

16mm sound, b/w, 105 minutes, 1939. Produced by Twentieth Century-Fox Corporation. Not for sale. Rent from Films Inc.

**Film Summary** Henry Fonda portrays Abraham Lincoln in his early thirties practicing law in Springfield, Ill. While the film refers briefly to Nancy Hanks and Ann Rutledge and suggests the importance of Stephen Douglas and Mary Todd in Lincoln's later life, its major emphasis is upon Lincoln as a young lawyer, his attitude toward law and justice, and his feeling for people. The major part of the film deals with a single case and shows Lincoln halting a lynching, agreeing to defend the accused, pleading in court, and winning the case.

**Committee Recommendation** This is an extremely dramatic and inspirational picture of Abraham Lincoln, his belief in justice and in people, and will be both interesting and educational to junior and senior high school students, college students, and adults.

Congress of the United States

begun and held at the City of Washington

Wednesday the fourth of March

THE

RESOLVED

ARTICLES

*Films on the*  
**Meaning of Democracy**

*"Melting Pot"*

**Americans All**

16mm sound, b/w, 16 minutes, 1945. Produced by March of Time (Forum Edition). Purchase from MOT, \$55. Rent from 16mm film libraries.

**Film Summary** Dramatizes several instances of intolerance in the United States and shows what has been done in various parts of the country to combat racial and religious discrimination. Includes statements by various American leaders and explains the work of the Southern Regional Council and the Springfield, Mass., schools.

**Committee Recommendation** While this film is now somewhat dated, the issues it presents are not. It can still be profitably used to focus attention upon this important problem of American democracy and to stimulate discussion and further study. For senior high school, college, and adult audiences. Recommended as an aid to adult discussion by the Institute of Adult Education.

**Immigration**

16mm sound, b/w, 11 minutes, 1946. Produced by Encyclopaedia Britannica Films Inc. Purchase from EBF, \$50. Rent from EBF or from 16mm film libraries.

**Film Summary** Explains that the people of the United States are

all immigrants or the children of immigrants and shows by means of animated maps the migrations from Europe, Africa, and Asia during successive periods of the last 300 years. Portrays European peasants and political and religious refugees leaving their homes and coming to America, their entrance through Ellis Island, and their assimilation into various communities. Closes with a tribute to "Americans all."

**Committee Recommendation** This film can be used generally in social-studies classes as an introduction to the study of immigration, and to demonstrate the "melting pot" concept of America. It might well be shown with the film *One People*. For grades 7-12 and adult audiences.

### **New Americans**

16mm sound, b/w, 17 minutes, 1944. Produced by RKO Pathe Inc. Lease from RKO Radio Pictures Inc., \$90. Rent from 16mm film libraries.

**Film Summary** Tells the story of America's immigrants through the experiences of Johann Lang, refugee from Vienna, as he passes the New York immigration authorities, gazes at the wonders of Manhattan, goes to the National Refugee Service, receives training in furniture upholstery, obtains a job in a Midwest city, and fills out papers declaring his intention to become a citizen of the United States. Portrays some of the lesser- and greater-known immigrants, including Thomas Mann and Albert Einstein, and closes with a survey of citizenship requirements and a scene of new Americans taking the oath of citizenship.

**Committee Recommendation** This film accents not only the process of becoming citizens but also the meaning of that citizenship to an individual immigrant and to the United States as a whole. It has teaching value in high school and college civics and government classes and inspirational value in general meetings of students and of adults. Rated "acceptable" for adult group discussion by the Institute of Adult Education.

### **One People**

16mm sound, color, 12 minutes, 1946. Purchase from the Anti-Defamation League of B'nai B'rith, \$60. Rent from the Anti-Defamation League or from 16mm film libraries.

**Film Summary** By superimposing upon a map of the United States cartoon characters representing in dress and appearance the various countries from which immigrants have come to the United States, this film portrays and lists the various nationalities now welded, the commentator (Ralph Bellamy) says, into "one people."

**Committee Recommendation** This is a simple, unpretentious film on the "melting pot" theme, and presents positively the indisputable fact that the "one people" of the United States is made up of many peoples. For grades 4-12, college, and adult audiences.

### Swedes in America

16mm sound, b/w, 16 minutes, 1945. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$24.26. Rent from 16mm film libraries.

**Film Summary** Ingrid Bergman, speaking to her friends and neighbors in Sweden, tells of the lives and contributions of Swedes in America, particularly the Swedish-American families in Minnesota, both in Minneapolis and the village of Lindstrom. Contains a portrayal of Carl Sandburg.

**Committee Recommendation** While this film, made during the war, contains a few war references, basically its portrayal of the people of a minority group—their treatment in a democracy and their contribution to that democracy—makes it valuable in high school social studies classes and with adult audiences.

## *Racial Equality and Religious Freedom*

**Americans All** (See page 12)

### Boundary Lines

16mm sound, color, 11 minutes, 1947. Produced by International Film Foundation Inc. Purchase from IFF, \$90. Rent from 16 mm film libraries.

**Film Summary** Shows by means of animated cartoons various imaginary lines which separate people from one another because of color, wealth, nationalism, or most important, fear. Indicates that there are good and bad boundary-lines and emphasizes that a "line is only an idea."

**Committee Recommendation** This film, imaginatively conceived and produced, is a provocative challenge to nationalism and to racial and religious discrimination. For high-school, college, and adult audiences. Rated "acceptable" for adult group discussion by the Institute of Adult Education.

### **Brotherhood of Man**

16mm sound, color, 11 minutes, 1946. Produced by United Productions of America for the United Automobile Workers. Purchase from Brandon Films Inc., \$80. Rent from Brandon Films or from 16mm film libraries.

**Film Summary** An animated color cartoon demonstrating the environmental origin of the three races of mankind—Caucasian, Negro, and Mongolian—and stressing the similarities among all three races. Points out that, except for skin color, there are no differences, and shows that the same blood types occur among all races. Recommends that racial discrimination be abolished.

**Committee Recommendation** *Brotherhood of Man* is interesting and entertaining, yet rests upon a factual, rational foundation. It has widespread usefulness as an explanation of racial origins, an exposition of racial similarities and differences, and an argument for racial tolerance. For grades 7-9, college, and adult audiences. Highly recommended for adult group discussion by the Institute of Adult Education.

### **The Color of a Man**

16mm sound, color or b/w; 20 minutes, 1946. Produced for the American Missionary Association of the Congregational Christian Churches by International Film Foundation Inc. Purchase from the Missions Council of the Congregational Christian Churches, \$150 (color) or \$75 (b/w). Rent from the Missions Council or from 16mm film libraries.

**Film Summary** Reviews the plight of the American Negro and his struggle to better himself; shows the work of the American Missionary Association and its church-sponsored schools; demonstrates that under equivalent conditions Negroes are as capable as whites in learning trades and professions; and makes the point that all men, regardless of color, are equal in the eyes of God.

**Committee Recommendation** Quiet and restrained, this film is effective in dealing with racial problems. It gives no "answers" but by means of a straightforward documentation, including some remarkable photography, presents the problem as it exists. It is nonsectarian and may be safely used in public schools. For grades 7-12, college, and adult audiences. Recommended for adult group discussion by the Institute of Adult Education.

### **Don't Be a Sucker**

16mm sound, b/w, 24 minutes, 1946. Produced by the U. S. Army Signal Corps. Released for civilian use through the U. S. Office of Education. Purchase from United World Films Inc., \$30.84. Rent from 16mm film libraries. Borrow from the National Conference of Christians and Jews.

**Film Summary** Shows Mike, an average young American, listening to a soapbox orator preaching intolerance of foreigners, Negroes, and other minority groups. Mike agrees until the orator mentions Masons—for Mike is a Mason. A fellow listener, noticing Mike's confusion, tells him the story, visualized with reenacted scenes, of a similar situation in Germany, and how the Nazis turned minority groups against each other in order to achieve power. The film closes with the statement, "America is minorities."

**Committee Recommendation** Quietly and dramatically, this film demonstrates the essential stupidity and inevitable result of bigotry and discrimination. It might well be used coordinately with *Brotherhood of Man* to show the consequences of irrational thinking and behavior in this field. For high-school, college, and adult audiences. Recommended for adult group discussion by the Institute of Adult Education.

### **The Flag Speaks** (See page 1)

### **The House I Live In**

16mm sound, b/w, 10 minutes, 1945. Produced by RKO Radio Pictures Inc. Purchase from Young America Films Inc., \$27.50. Rent from 16mm film libraries.

**Film Summary** Shows Frank Sinatra going to the aid of a boy, presumably Jewish, who is being attacked by a gang of boys; his reasoning with them and telling them that one's race or religion should make no difference; and his singing a ballad, "The House I Live In."

**Committee Recommendation** This film has a certain emotional appeal for adolescents and can be used as a stimulant to serious discussion and study of the problem. Rated "acceptable" for adult group discussion by the Institute of Adult Education.

### **Sons of Liberty** (See page 3)

### **Whoever You Are**

16mm sound, b/w, 20 minutes. Produced by VFT Films, 1946. Purchase from Film Program Services Inc., \$65. Rent from Film Program Services or from 16mm film libraries.

**Film Summary** The film opens on the platitude that "you can't change human nature" and therefore that discrimination must continue; then shows how, in one section of a large city, such community groups as the police, parents, teachers, churches, and businessmen cooperated to establish a recreational center open to and used by all, regardless of race

or creed. The commentator explains that, as a result of such community action, tensions lessened, juvenile delinquency decreased, and violence ceased. The film ends on the theme that *whoever you are*, something can be done to bring about better relationships between groups of people.

**Committee Recommendation** This film, while amateurish in its production techniques, is a straightforward plea for racial and religious tolerance and a demonstration, apparently factual, of a community program in New York City designed to reduce intergroup tensions and hoodlumism. Although it is primarily an adult discussion film—and is highly recommended for this purpose by the Institute of Adult Education—it should prove useful in high-school and college classes as an example of a democratic approach to a current and crucial social problem.

### **The World We Want To Live In**

16mm sound, b/w, 10 minutes, 1941. Produced by the National Conference of Christians and Jews. Purchase from NCCJ, \$13.38. Borrow from NCCJ.

**Film Summary** Shows examples of racial and religious intolerance in Nazi Germany and in the United States; explains the work of the Williamstown Institute of Human Relations; and contains short pleas for understanding and tolerance by Charles Evans Hughes, Al Smith, Eddie Cantor, and Wendell Willkie.

**Committee Recommendation** While this film is somewhat dated, the problem it presents is so important that it can still be used to focus attention upon the democratic concept of racial and religious tolerance. Recommended for adult group discussion by the Institute of Adult Education.

### *Respect for the Individual*

#### **Boy in Court**

16mm sound, b/w, 12 minutes, 1940. Produced by Willard Pictures for the National Probation and Parole Association. Purchase from the National Probation and Parole Association, \$30. Rent from NPPA or from 16mm film libraries.

**Film Summary** The story of Johnny, aged 15, who is caught stealing a car, arrested, taken to a juvenile court, and placed on probation. The film shows some of the activities—school, basketball, model airplanes, and the like—which Johnny, under the guidance of a trained probation officer, engages in so that at the end of a year, rehabilitated, he is released from parole.



**Committee Recommendation** The primary usefulness of this film is its demonstration of democratic processes in a community and of the democratic concept of concern for the welfare of the individual. As such, it has a real value in social-studies classes. Recommended for adult group discussion by the Institute of Adult Education.

### **Does It Matter What You Think?**

16mm sound, b/w, 15 minutes, 1947. Produced for the British Army by Verity Films Ltd. Presented by British Information Services. Purchase from BIS, \$47.50. Rent from BIS or from 16mm film libraries.

**Film Summary** Demonstrates how opinions and attitudes are influenced by newspapers, magazines, and books; radio and movies; and by face-to-face discussion and argument. Emphasizes the importance of an individual's beliefs and of his expressing them by voting and by group action.

**Committee Recommendation** An interesting portrayal of various information media, this film is a provocative study of the creation of public opinion and a reminder of the importance of the individual in the creation of that opinion in a democracy. Recommended for adult group discussion by the Institute of Adult Education.

### **English Criminal Justice** (See page 7)

### **Journey Into Medicine**

16mm sound, b/w, 39 minutes, 1947. Produced for the U. S. Department of State, Overseas Information Program, by Affiliated Films Inc. Made available by the Department of State to the U. S. Public Health Service and the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$46.84. Rent from 16mm film libraries. Borrow from the Public Health Service.

**Film Summary** This is a fictionalized story of Michael Kenneth Marshall, M. D.—his studies in medical school, graduation, internship and further study in pediatrics, and finally his decision to specialize in public health. Mike goes into pediatrics because he believes in the importance of healthy children. Then a child patient dies of diphtheria because she had never been inoculated, and Mike decides upon public health as a career. He goes to the School of Hygiene and Public Health at Johns Hopkins and while there helps public health doctors bring under control a diphtheria epidemic in Baltimore.

**Committee Recommendation** This film, with its accent upon the health and welfare of individuals, should be useful not only as a "recruiting" film for public health doctors but particularly as an example of democracy in action in medicine and in public health. It is especially suited to general-interest audiences of students and adults. Highly recommended by the Institute of Adult Education.

### **New Prisons—New Men**

16mm sound, b/w, 20 minutes, 1945. Produced by RKO Radio Pictures Inc. Lease from RKO Radio Pictures Inc., \$90. Rent from 16mm film libraries.

**Film Summary** Illustrates the treatment of convicts at the Southern Michigan State Prison by following two such convicts, Jim and Joe, from their entrance into prison to Joe's parole and release. Shows how prisoners' preferences and capabilities are analyzed and their work and educational opportunities adjusted to individual needs and how a feeling of self-respect is fostered and encouraged.

**Committee Recommendation** One of the "This Is America" series, *New Prisons—New Men* is interesting and provocative. Its portrayal of humane and enlightened treatment of criminals, while somewhat optimistically presented, is an excellent example of the democratic concept of respect for the integrity and welfare of the individual. For high-school, college, and adult audiences.

### **A Place To Live**

16mm sound, b/w, 18 minutes, 1941. Produced by Documentary Film Productions Inc. Purchase from Brandon Films Inc., \$72. Rent from Brandon Films or from other 16mm film libraries.

**Film Summary** Portrays a family living in the slums of Philadelphia; follows the 12-year-old boy on his way home from school, his lunch at home, and his afternoon search for firewood up and down the alleys and streets. The boy stops to watch construction work on a new housing project and imagines his own family living in one of the new apartments.

**Committee Recommendation** This film presents one of the more important problems of today, but it is more than a "housing" film. Its skillful and moving presentation of the dilemma of a single family—and of the human dignity of the members of that family—is a reminder of the basic democratic concept of respect for the dignity and welfare of the individual. The film is highly recommended for adult group discussion by the Institute of Adult Education.

### **Problem Children**

16mm sound, b/w, 21 minutes, 1948. Presented by the Division of Mental Hygiene, Ohio Department of Public Welfare in cooperation with Ohio State University and University High School. Purchase from Pennsylvania State College, \$50. Rent from PSC or from other 16mm film libraries. Borrow, in Ohio only, from Ohio State Department of Public Welfare.

**Film Summary** Focuses upon two boys in the 7th grade, Roy and Jimmy, one aggressive and extrovertive, and the other shy and intro-

vertive; shows their behavior in school and explains how their different home backgrounds have made them what they are; emphasizes the importance of individual differences and demonstrates how teachers and parents helped Roy and Jimmy.

**Committee Recommendation** While this film is intended primarily for teachers, it does illustrate the democratic recognition of differences among individuals and the dignity and worth of each individual. As such, it has a wider usefulness although its specialized quality must be recognized in using it with general audiences. Recommended for adult group discussion by the Institute of Adult Education.

## *Public Education for All*

### **As Our Boyhood Is**

16mm sound, b/w, 18 minutes, 1943. Produced by the American Film Center. Purchase from Brandon Films Inc., \$50. Rent from Brandon Films or from other 16mm film libraries.

**Film Summary** Portrays conditions in a one-room Negro school in an impoverished southern community and contrasts this school with the facilities of the Bruiton Heights Consolidated School in Williamsburg, Va. Shows Negro students learning machine shop skills and home economics in this high school, and closes with scenes at a Negro university.

**Committee Recommendation** This film, like *Better Schools for Rural Wisconsin* and *School House in the Red*, raises the question of educational opportunities in rural areas. It is recommended for adult group discussion by the Institute of Adult Education.

### **Better Schools for Rural Wisconsin**

16mm sound, color, 29 minutes, 1948. Produced by the University of Wisconsin. Purchase from the University of Wisconsin, \$165. Rent from the Bureau of Visual Instruction, University of Wisconsin, and from other 16mm film libraries.

**Film Summary** This film is a pictorial report of a committee established in Wisconsin to study the needs of rural education, and consists primarily of contrasting the facilities in a one-teacher rural school in Wisconsin with those of a centralized school in New York, with the conclusion that centralization leads to improvement in educational opportunities. Portrays one day's activities in the one-teacher, one-room school and the responsibilities of the teacher, Miss Martin; then shows her wishing for the services and facilities of a centralized school—specialized teachers, groups of children of the same age, health laboratories, library, gymnasium, etc.

**Committee Recommendation** While not everyone will agree with the conclusion reached in this film, it does portray one of the important problems of American education, that of improving rural schools. For college and adult groups.

### **A Better Tomorrow**

16mm sound, b/w, 24 minutes, 1945. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$30.84. Rent from 16mm film libraries.

**Film Summary** Shows children and youth at school in New York City—drawing, reading, and having morning milk in an elementary-school class; a boy receiving vocational guidance from his high-school principal; a social-science class studying fire prevention in the school community. Emphasizes the facilities and opportunities of the public schools open to all.

**Committee Recommendation** A survey of educational opportunities in a large city, this film points up the basic democratic concept of free public education for all the people. Its primary usefulness is with adults, and it is recommended for adult group discussion by the Institute of Adult Education.

### **The Children Must Learn**

16mm sound, b/w, 13 minutes, 1940. Produced by the Educational Film Institute of New York University and Documentary Film Productions Inc. in cooperation with the University of Kentucky. Purchase from New York University Film Library, \$75. Rent from NYU or from other 16mm film libraries.

**Film Summary** According to its foreword, this film documents a study in community living made by the Alfred P. Sloan Foundation. As such, it focuses attention first, upon a family and their home in the Kentucky mountains—their poverty, malnutrition, and ignorance; and second, upon the children in school studying lessons that have little meaning to them. Yet, the commentator points out, the adults in this community are set in their ways and it is the children who must learn to conserve the soil, farm more productively, improve diets, and generally raise the social and economic level of the people.

**Committee Recommendation** Although *Children Must Learn* was made 9 years ago and conditions have improved since that time, it is still an excellent presentation of a serious problem in our democracy. This film is highly recommended for adult group discussion by the Institute of Adult Education.

### Freedom to Learn

16mm sound, b/w, 17 minutes, 1945. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$23.54. Rent from 16mm film libraries.

**Film Summary** Portrays some of the educational activities and opportunities at the State University of Iowa and emphasizes the democratic nature of the services offered by this public university. Included in the film are pictures of Iowa and its people, University students in scholastic and social activities, services of the University Hospital, and students publishing their newspaper, *The Daily Iowan*, and broadcasting over the University radio station, WSUI.

**Committee Recommendation** This picture of the State University of Iowa illustrates the basic democratic concept of "freedom to learn" and should be so used in high-school and college classes and with adult audiences.

### School

16mm sound, b/w, 21 minutes, 1945. Produced by Julien Bryan for the Office of Inter-American Affairs. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$27.12. Rent from 16mm film libraries.

**Film Summary** Describes one day's activities in an elementary school in Mount Vernon, Ohio—the janitor opening the school building, the principal arriving at 8:30 and conversing with the janitor, the children on their way to school through the first snowfall of the year; the first grade studying reading, writing, and arithmetic, playing at recess, then returning to nature study, science, and art; the sixth grade studying geography; a P. T. A. meeting in the evening, a Thanksgiving play by the children, and the audience singing a Thanksgiving hymn.

**Committee Recommendation** This film is one of a series of five pictures on an Ohio town produced for showing to Latin American audiences. While all five films are sympathetic portrayals of American life, the one on the school merits special attention in this bibliography because of its emphasis upon the democratic concept of free public education for all children. As such it can be used in social-studies classes in high school and college, and particularly with P. T. A. and other adult groups.

### Schoolhouse in the Red

16mm sound, color, 41 minutes, 1947. Produced for the W. K. Kellogg Foundation by Agrafilms Inc. Presented by the Kellogg Foundation.

Donated to the University of Chicago. Purchase from Encyclopaedia Britannica Films Inc., \$194.75. Rent from EBF or from 16mm film libraries.

**Film Summary** Portrays a problem faced by the citizens of one rural community—whether to continue their 1-teacher, 12-pupil school or to consolidate with the town school. Shows the differences of opinion, a meeting of parents and school officials, their visit to a consolidated school, discussion of the problem, and finally a community vote to decide the question.

**Committee Recommendation** Like the film, *Better Schools for Rural Wisconsin*, this picture presents one of the problems of education in a democracy—that of equal opportunities for all—and shows how the citizens of a rural community in Michigan worked together democratically to solve their problem. For college and adult audiences.

### **The Teachers' Crisis**

16mm sound, b/w, 17 minutes, 1947. Produced by March of Time (Forum Edition). Purchase from MOT, \$55. Rent from 16mm film libraries.

**Film Summary** Pictures some of the problems of teachers—too heavy workloads, low salaries, job insecurity, and community discrimination—and presents the national problem of a teacher shortage and its effect upon the education of children and youth.

**Committee Recommendation** While this film, made in 1947, contains some scenes already dated, the problem it presents is still serious and one which must be solved if we are to continue to have free public education. For grades 10-12, college, and particularly adult audiences. Highly recommended by the Institute of Adult Education.

### **The Wilson Dam School**

16mm sound, b/w, 20 minutes, 1943. Produced by the American Film Center for the Tennessee Valley Authority and the Alabama State Department of Education. Purchase from DeLuxe Laboratories upon authorization by the Tennessee Valley Authority. Borrow from TVA.

**Film Summary** *Wilson Dam School* is a photographic survey of the activities and curriculum of this elementary school during the time, 1933-41, that it was operated by the TVA under the guidance of the Alabama State Department of Education. As such, the film shows many activities of the children with emphasis, the commentator stresses, upon the full development of each individual child.

**Committee Recommendation** This film description of Wilson Dam School is a challenge to educators, parents, and other American citizens who are genuinely interested in democratic education and in the democratic concept of welfare of the individual. Rated "acceptable" for adult group discussion by the Institute of Adult Education.

## *Freedom of Speech, Press, Assembly*

**Does It Matter What You Think?** (See page 18)

**The Flag Speaks** (See page 1)

**The Story That Couldn't Be Printed** (See page 10)

### **Voices of the People**

16mm sound, b/w, 18 minutes, 1949. Produced for the Armed Forces Information and Education Division, Office of the Secretary of Defense, by the U. S. Signal Corps. Released for civilian use through the U. S. Office of Education. Purchase from United World Films Inc., \$24.26. Rent from 16mm film libraries.

**Film Summary** Presents a disagreement between a college professor and a business man concerning the importance of freedom of speech, their trip through the Freedom Train, inspection and discussion of the Declaration of Independence and the Bill of Rights, and their agreement on the importance of freedom of speech.

**Committee Recommendation** This film reviewing the historical and present-day importance of freedom of speech and portraying two of our great historical documents, can be used in high-school social-studies classes and in adult citizenship courses.

## *Democracy versus Totalitarianism*

### **Democracy**

16mm sound, b/w, 11 minutes, 1946. Produced by Encyclopaedia Britannica Films Inc. Purchase from EBF, \$50. Rent from EBF or from 16mm film libraries.

**Film Summary** Identifies and defines two characteristics of democracy: shared respect and shared power. Explains two conditions under which democracy works best—the existence of a large middle-income group and an enlightened, well-informed public. Companion film to *Despotism*.

**Committee Recommendation** Like its companion film, *Despotism*, this picture presents some of the factors characterizing democracy. While the two films cover much of the same ground and can be used independently, they also may reinforce each other when used jointly. For grades 7-12 and adult audiences.

### **Despotism**

16mm sound, b/w, 10 minutes, 1946. Produced by Encyclopaedia Britannica Films Inc. Purchase from EBF, \$50. Rent from EBF or from 16mm film libraries.

**Film Summary** Identifies and explains four scales to use in measuring the extent to which a community or nation is democratic or despotic—shared respect, shared power, distribution of wealth, and freedom of information. Companion film to *Democracy*.

**Committee Recommendation** A companion film to *Democracy*, this picture on despotism covers the same ground and, in the opinion of some, does it more interestingly. The film presents a lucid and practical guide to the evaluation of social practices in a given community, and is particularly valuable in its recognition of the relativity of the terms *democracy* and *despotism*. For grades 7-12 and adult audiences. Rated "acceptable as a discussion aid for the more serious-minded adult groups" by the Institute of Adult Education.



*Films on*

## **Democratic Processes**

From "Wisconsin Makes Its Laws," courtesy, University of Wisconsin

### *In the Family*

#### **Bill Garman, 12-Year-Old Businessman**

16mm sound, color, 11 minutes, 1947. Produced by Frith Films. Purchase from Frith Films, \$65. Rent from 16mm film libraries.

**Film Summary** Shows some of the everyday activities of Bill Garman, including caring for his rabbits, selling rabbit skins, caring for his hogs, buying baby pigs, and going to a ball game with his boy friends. Emphasizes Bill's responsibilities and his relationship to Patty, his younger sister.

**Committee Recommendation** Like its companion on Patty Garman, this portrayal of Bill Garman is a simple, sympathetic picture of democracy in action within the family. For grades 4-9 and for adults.

#### **Family Teamwork**

16mm sound, color, 18 minutes, 1947. Produced by Frith Films. Purchase from Frith Films, \$95. Rent from 16mm film libraries.

**Film Summary** Portrays activities of the Garman family—Mr. and Mrs. Garman, Barbara, Bill, and Patty—and their relationships with one another on their farm—milking the goats, saddling the horse, baking a cake, washing the dishes, attending the 4-H Club Fair, and putting Patty to bed at the end of the day.

**Committee Recommendation** A companion film to the ones dealing with Patty and Bill Garman individually, *Family Teamwork* brings in Barbara, the teen-age member of the family. Like the other two films, it is a demonstration of democracy in the family. For grades 7-12 and for adults.

### **Patty Garman, Little Helper**

16mm sound, color, 11 minutes, 1947. Produced by Frith Films. Purchase from Frith Films, \$65. Rent from 16mm film libraries.

**Film Summary** Portrays some of the everyday activities of Patty Garman, age 6, her duties and responsibilities on the farm, and her relationships with her father, mother, and older brother. The film shows her helping collect eggs, feed the baby goats and calves, and water the goats and cows, and trotting along with her parents and brother as they perform other household responsibilities.

**Committee Recommendation** The story of Patty Garman and her family is told so simply, almost naively, that it is only after the film has been shown that one realizes what an excellent example of democracy it is—respect for Patty's individuality, responsibilities in accordance with her abilities, cooperation among members of the family. For grades 1-6 and for adults.

### **You and Your Family**

16mm sound, b/w, 8 minutes, 1946. Produced by the YMCA and Look Magazine. Purchase from Association Films Inc., \$32.50. Rent from Association Films or from other 16mm film libraries.

**Film Summary** *You and Your Family* presents three common problems frequently encountered in a family—whether a 15-year-old girl should accept a date, who should help with the dinner dishes, and how should a teen-age boy explain his coming home late at night—and gives three or four alternative ways of solving each problem. The film gives no specific answers but suggests that the audience choose those which seem best.

**Committee Recommendation** Not only is this film an object lesson in family democracy, but it is an intriguing presentation of social problems at the junior high- and senior high-school levels.

### *In School*

#### **Discussion in Democracy**

16mm sound, color or b/w, 10 minutes, 1948. Produced by Coronet Films Inc. Purchase from Coronet, \$90 (color) or \$45 (b/w). Rent from 16mm film libraries.

**Film Summary** Portrays four high-school students arguing vociferously about fires in their town, the leader asking advice of a town councilman about the conduct of discussion; the group studying the problem, gathering data, discussing the facts rationally, and planning a course of action.

**Committee Recommendation** This film is not so much a presentation of discussion techniques as it is a portrayal of a high-school group working together democratically in the study of a community problem. While the situation is somewhat artificial, the film can be used as an example of democratic behavior within a small school group. For grades 7-12.

### **Learning Democracy Through School Community Projects**

16mm sound, color or b/w, 20 minutes, 1948. Produced by Educational Film Service in collaboration with The School of Education, University of Michigan, and the Daughters of the American Revolution of Michigan. Purchase from Locke Films Inc., \$150 (color) or \$75 (b/w). Rent from Locke Films or from 16mm film libraries.

**Film Summary** Shows various activities of children and youth, mostly extracurricular, which the commentator points out serve as experiences in democratic processes. Activities portrayed include an elementary-school student council, a high-school student council, safety patrols, a school clean-up campaign, vocational guidance clinic, rural field day, and a youth center.

**Committee Recommendation** This film is a pictorial survey of activities being carried on in Michigan schools and, as such, should be a stimulant to teachers and parents to evaluate their schools.

### **Learning Through Cooperative Planning**

16mm sound, b/w, 18 minutes, 1947. Produced by the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, and the Kansas City, Mo., Public Schools. Purchase from Teachers College, Columbia University, \$75. Rent from 16mm film libraries.

**Film Summary** Shows how the children of "Parkview School" decide, through their school council, to take part in their city's clean-up and beautification campaign; form into groups with different self-chosen projects; plan cooperatively their activities; and put their plans into action.

**Committee Recommendation** While this film was prepared specifically to help teachers-in-preparation and teachers-in-service gain a better understanding of the

processes of cooperative planning—and will have its greatest usefulness with this audience—it may have some value to social-studies students as an example of democratic processes. The film is slow moving, however, and this fact should be recognized in using it with other than the specialized audiences for which it was prepared. Rated "acceptable" for group discussion purposes by the Institute of Adult Education.

### **The Safest Way**

16mm sound, color and b/w, 16 minutes, 1948. Produced for the American Automobile Association by Pennsylvania State College. Purchase from AAA, \$150 (color) and \$50 (b/w). Rent from 16mm film libraries. Borrow from the AAA or from local AAA club.

**Film Summary** Shows how a sixth-grade class undertook and followed through to completion a project on safety. Pictures the children as they sketch on a table map their routes to school, analyze comparative routes, decide on the safest routes, form into committees, draw individual maps, and take their maps home for their parents' inspection and approval.

**Committee Recommendation** This unpretentious picture, made as a "safety" film, is an excellent portrayal of democracy in the classroom—attention to individual differences, group participation, and democratic leadership by the teacher. For grades 4-6 and for adults.

### **We Plan Together**

16mm sound, b/w, 22 minutes, 1948. Produced by the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, and the Horace Mann-Lincoln School. Purchase from Teachers College, Columbia University, \$75. Rent from 16mm film libraries.

**Film Summary** Shows a new student entering a class 6 weeks late, his uncertainty and confusion, and his gradual absorption into the activities of the class. Emphasizes student-teacher planning of class objectives and projects, self-evaluation by students, and group participation in the activities of the class.

**Committee Recommendation** *We Plan Together* is a companion film to *Learning Through Cooperative Planning*, and has its greatest usefulness with a specialized audience, namely, teachers and school administrators. It may also have some value in high-school social-studies classes as an example of democratic processes in the classroom.

**The Wilson Dam School** (See page 23)

## *In the Community*

### **Are You a Good Citizen?**

16mm sound, color or b/w, 10 minutes, 1949. Produced by Coronet Films Inc. Purchase from Coronet, \$90 (color) or \$45 (b/w). Rent from 16mm film libraries.

**Film Summary** Explains through several dramatized episodes what the film commentator names as the characteristics of a good citizen, namely, performing basic civic activities such as voting, paying taxes, and serving on juries; taking part in group activities; knowing and obeying the law; keeping informed on public affairs; and being a good neighbor.

**Committee Recommendation** This film shows some of the characteristics of a good citizen in a democratic community and can be so used in the teaching of democracy, particularly at the junior high school level.

### **Bob Marshall Comes Home**

16mm sound, b/w, 22 minutes, 1946. Produced by the U. S. Department of Agriculture. Purchase from United World Films Inc., \$27.85. Rent from 16 mm film libraries.

**Film Summary** A veteran, Bob Marshall, having been an electrician's mate in the Navy, returns to his nonelectrified farm determined to have electricity. He presents his story to the Board of Directors of the local Rural Electrification Administration Cooperative, whose members first reject his application as being too risky, then are reminded of their own lives before and after rural electrification, and vote to extend the power lines to Marshall's farm.

**Committee Recommendation** A sequel to another REA film, *Power and the Land*, this picture is a straightforward exposition of rural electrification achieved through farmer cooperatives and a portrayal of democratic processes in one such cooperative. For high-school, college, and adult audiences. Recommended for adult group discussion by the Institute of Adult Education.

### **Books and People**

16mm sound, color, 14 minutes, 1947. Produced by Southern Educational Film Production Service Inc. for the Alabama Public Library Service Division of the Department of Archives and History. Purchase from the American Library Association, \$110. Rent from 16mm film libraries.

**Film Summary** Subtitled "The Wealth Within," this film proposes

that the wealth of a State lies, not so much in its agriculture and industry, as in its people, and demonstrates the library services in Alabama including the establishment of local libraries, the use of grocery stores for library collections, and the operation of bookmobiles to serve rural areas and small towns. Closes with a review of some of the values of books and the needs which the various library services meet for the people of Alabama.

**Committee Recommendation** This film, with its emphasis upon making books, records, and films available to *all* the people, is not only an argument for State-wide library services but an example of how these services can be achieved by democratic action within a community. Probably of most value to adult audiences, it can also be used in social-studies classes to illustrate the democratic concepts of freedom of information, the right to knowledge, and the use of group action to achieve those ends. Rated "acceptable" as an aid to adult discussion by the Institute of Adult Education.

### **Boy in Court** (See page 17)

### **The Cummington Story**

16mm sound, b/w, 21 minutes, 1945. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$27.85. Rent from 16mm film libraries.

**Film Summary** Shows a group of European refugees in a small country town in New England, their diffidence and the reluctance of the community to accept them, then their gradual absorption into the life of the community, and their acceptance as friends and neighbors. The film ends as the refugees leave to return to their own countries, now that the war is over.

**Committee Recommendation** This is a simple portrayal of democratic understanding and tolerance in a small American community. For grades 7-12, college, and adult audiences. Rated "acceptable for adult group discussion" by the Institute of Adult Education.

### **Leaders for Leisure**

16mm sound, color, 21 minutes, 1948. Produced by Dallas Jones for the Athletic Institute. Purchase from the Athletic Institute. \$100. Rent from Association Films Inc. and other 16mm film libraries.

**Film Summary** Presumably recounted by a newspaper reporter, this film shows a newly built recreation center in the hypothetical town of Riverdale, how it was used widely in May and June, used only by the sports experts in August, and used not at all in the winter. The town

committee visits the recreation center in a neighboring town and sees a good program in operation under trained leaders. Riverdale then employs a trained recreation leader and an assistant who (1) survey the town's facilities including the bowling alleys, schools, etc., as well as the center; (2) interview people to determine their interests and wishes; and (3) plan a program enlisting the services of community leaders as part-time assistants. They succeed with a full program involving all the people, night and day, summer and winter.

**Committee Recommendation** Like the similar film, *Playtown, U. S. A.*, this film story is a lesson in democratic planning and action at the community level and as such should be particularly valuable in high-school classes.

### **Make Way for Youth**

16mm sound, b/w, 22 minutes, 1947. - Produced by Transfilm Inc. for the Youth Division of the National Social Welfare Assembly. Purchase from Association Films Inc., \$60. Rent from Association Films or from other 16mm film libraries.

**Film Summary** A fictional account of a Youth Council in a mid-western town, this film shows how representatives of all the youth organizations in the town came together, under adult guidance, to form a Youth Council, elect officers, adopt a constitution, and plan a program. Needing a building of their own, they locate an old warehouse, overcome the opposition of the Town Council, and make it into a community center for both youth and adults. The film closes with a summary of other community activities of the Youth Council, and an emphasis upon other cooperation of all races and religions.

**Committee Recommendation** Produced with the cooperation of the various youth organizations in Madison, Wis., *Make Way for Youth* is an example of democratic planning and action. As such it will be particularly useful in senior high schools and parent-teacher associations. Recommended for adult group discussion by the Institute of Adult Education.

### **Playtown, U. S. A.**

16mm sound, color, 23 minutes, 1946. Produced by Chicago Film Studios for the Athletic Institute. Purchase from the Athletic Institute, \$136. Rent from Association Films Inc. and other 16mm film libraries.

**Film Summary** Shows what was done in Decatur, Ill., to provide recreational facilities for the community. A school teacher originates the idea, which is carried through his principal and the schoolboard and spread throughout the community. Under the direction of a Recreational Planning Committee, recreational needs and interests are surveyed;

tax funds and voluntary contributions are secured; existing space and facilities are used more fully and new facilities are developed; and qualified recreational leaders are employed.

**Committee Recommendation** This film story of one community's providing recreational facilities for all its members is a lesson in democratic action at the community level, and as such should be particularly valuable in high-school classes. Highly recommended for adult group discussion by the Institute of Adult Education.

### **Proud City**

16mm sound, b/w, 26 minutes, 1945. Produced by British Information Services. Purchase from BIS, \$67.50. Rent from BIS or from 16mm film libraries.

**Film Summary** Presents the problem of rebuilding London, bombed and partially destroyed by the Germans, so that the city will be a better place in which to work and live. Reviews the planning and study that have been done since 1941, describes the general plan adopted by the London County Council, and explains in detail its application to Stepney, a typical run-down community.

**Committee Recommendation** While the locale of this film is England, the problems of city planning, slum clearance, and housing exist also in the United States. The film presents practical proposals developed by democratic processes, and should be stimulating to American as well as to British audiences. Highly recommended for adult group discussion by the Institute of Adult Education.

### **Schoolhouse in the Red** (See page 22)

### **The School That Learned to Eat**

16mm sound, color, 22 minutes, 1948. Produced by the Southern Educational Film Production Service Inc. cooperatively for the University of Georgia College of Education and General Mills. Purchase from General Mills, \$140. Borrow from General Mills.

**Film Summary** Teachers and parents in East Griffin, Ga., survey the dietary habits of their school children, discover that many are not eating a balanced diet in terms of the "basic 7" food groups, and proceed to improve the school lunch program by renovating the kitchen, establishing a lunchroom in the school, and making the lunches both wholesome and attractive.

**Committee Recommendation** This film, made for a specialized audience of parents and teachers, shows how the citizens of one community worked together democratically to improve the health of their children. It can best be used with P. T. A. groups.



### **The Town**

16mm sound, b/w, 12 minutes, 1943. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$16.76. Rent from 16mm film libraries.

**Film Summary** Portrays life in a typical American town, Madison, Ind.; explains how people of various nationalities have contributed to its present-day culture; shows the equal educational opportunities for all in the schools and in the public library; calls attention to the daily newspaper and its freedom to express the editors' views; and demonstrates the democratic nature of the town's government.

**Committee Recommendation** This film is somewhat idyllic but nevertheless a stimulating presentation of democracy in an American community and can be so used in social-studies classes in grades 7-12 and with adult groups. It is of general interest and value and can be shown on special occasions as well as for adult discussion purposes, for which it was rated "acceptable" by the Institute of Adult Education.

### **Valley of the Tennessee**

16mm sound, b/w, 29 minutes, 1944. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films, Inc., \$35.85. Rent from 16mm film libraries.

**Film Summary** Shows the Tennessee River Valley, the destruction of the soil and the property of the people, the plan to control the river and rebuild the land, the building of the dams, a TVA representative talking to the farmers about soil conservation, one farmer agreeing to follow conservation methods, rebuilding his land, growing profitable crops, and through his success inducing his neighbors to use conservation methods. Closes with scenes of the various TVA dams and the inscription on one of them, "Built for and owned by the people of the United States."

**Committee Recommendation** Unlike most of the films on the TVA, which accent its engineering and materialistic achievements, *Valley of the Tennessee* shows why the TVA was needed in terms of the people of the Valley, how it was authorized by democratic action and its agricultural program carried out through democratic means, and its influence upon the lives of the people of the Valley. The film is suitable for students in grades 7-12 and for college and adult audiences.

### **The Way We Live**

16mm sound, b/w, 64 minutes, 1947. Produced by J. Arthur Rank

Organization and presented by British Information Services. Not for sale. Rent from BIS.

**Film Summary** Dramatizes the experiences of a typical bombed-out family in Plymouth, England, and their everyday-living difficulties accentuated by inadequate housing. Describes the plans for rebuilding Plymouth and shows the people's discussions of these plans in community meetings and in the debates of the City Council.

**Committee Recommendation** This film is an interesting picture of the effect of inadequate housing and living conditions upon people and their relationships to one another, and a provocative portrayal of community planning through democratic processes. For grades 7-12, college, and adult audiences.

**Whoever You Are** (See page 16)

## *In Government*

**English Criminal Justice** (See page 7)

### **General Election**

16mm sound, b/w, 20 minutes, 1946. Produced for the British Council by the Technique Company. Presented by British Information Services. Purchase from BIS, \$47.50. Rent from BIS or from 16mm film libraries.

**Film Summary** Opens with dissolution of Parliament and the necessity for a new general election throughout England, then proceeds to show the campaign and election in a sample community, Kettering in the district of Northamptonshire. Follows the three candidates—Conservative, Labor, and Independent—as they speak to groups, mail campaign speeches, talk to people individually, and work with their managers and helpers. Shows the process of voting, sealing the ballot boxes, counting the votes, and announcing the winner of the election.

**Committee Recommendation** This film, showing the elective process in England, should be particularly useful in social-studies classes for discussion of the basic characteristics of democratic elections and of the interesting differences between England and the United States in the methods of conducting such elections. Recommended by the Institute of Adult Education.

### **How We Elect Our Representatives**

16mm sound, color or b/w, 10 minutes, 1947. Produced by Coronet Films Inc. Purchase from Coronet, \$90 (color) or \$45 (b/w). Rent from 16mm film libraries.

**Film Summary** Follows Mary Carter, age 21, as she registers to vote for the first time, then studies the qualifications of various candidates, goes to the polls on election day, and casts her vote. The film explains how the votes are counted and totaled, and closes with Mary reading the newspaper the next morning to discover that her candidate won.

**Committee Recommendation** This film gives an adequate overview of the elective process in this country and will be useful in civics classes in elementary and junior high schools.

### **Journey Into Medicine** (See page 18)

### **Meet Your Federal Government**

16mm sound, b/w, 15 minutes, 1946. Produced by Young America Films Inc. Purchase from Young America Films, \$48. Rent from 16mm film libraries.

**Film Summary** Bill Miller, a high-school student, describes his tour of Washington, D. C., with his uncle, a Congressman, who explains the various branches of the Federal Government. The tour includes the Library of Congress to see the original Constitution of the United States, the Capitol, the White House, and the Supreme Court building, with an explanation of the functions of the legislative, executive, and judicial branches of the Government. The film tour concludes with a visit to the Washington Monument and the Jefferson and Lincoln Memorials.

**Committee Recommendation** This film gives an adequate overview of the structure of the Federal Government, and the visualization of the Capitol, White House, and other famous buildings should help give meaning to the facts presented. The primary usefulness of the film is in junior and senior high-school social-studies classes, but it might have even more value in adult citizenship classes.

### **Our National Government** (See page 8)

### **Pennsylvania Local Government in Action**

16mm sound, b/w, 22 minutes, 1945. Produced by Pennsylvania State College for the Department of Internal Affairs, Commonwealth of Pennsylvania. Purchase from the Audio-Visual Aids Library, Pennsylvania State College, \$55. Borrow from the Audio-Visual Aids Library, Pennsylvania State College.

**Film Summary** This film surveys the various types of local government in operation in Pennsylvania, explains something of the functions

and duties of these governments, and emphasizes the importance of everyday citizens sharing the responsibilities of their local government.

**Committee Recommendation** While this film treats the local governments of Pennsylvania only, thereby decreasing its nation-wide usefulness, its emphasis upon the relationship between people and their government makes it generally valuable in the teaching of democracy in high-school and college classes. Rated "acceptable" for adult group discussion by the Institute of Adult Education.

## Servant of the People (See page 9)

### State Legislature

16mm sound, color or b/w, 22 minutes, 1948. Produced by Academy Films. Purchase from Academy Films, \$180 (color) or \$90 (b/w). Rent from 16mm film libraries.

**Film Summary** This film is a shortened and generalized version of the motion picture, *Wisconsin Makes Its Laus*. See *Wisconsin Makes Its Laus* for a description of both films.

**Committee Recommendation** Also see the Committee's recommendation for *Wisconsin Makes Its Laus*.

### Tuesday in November

16mm sound, b/w, 22 minutes, 1945. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$28.56. Rent from 16mm film libraries.

**Film Summary** Portrays the 1944 Presidential election, opening with a polling booth in a public school in a California town, showing the process of voting and emphasizing the secret ballot, explaining the system of government in the United States and the various offices to be filled by the election, reviewing the pre-election nominating conventions and party campaigns, and closing with the end of the voting and the counting of the votes.

**Committee Recommendation** Although this film covers a specific election, its treatment of that election is impartial and its portrayal of the elective process, including pre-election activities, is generalized to be representative of all elections. Based upon an actual rather than a contrived event, it has a reality which makes its message convincing. As a demonstration of elections in a democracy, the film will be valuable in junior and senior high-school social-studies classes, and, as a historical document, with college and adult audiences.

## Valley of the Tennessee (See page 34)

### Wisconsin Makes its Laws

16mm sound, color, 29 minutes, 1948. Produced by Academy Films for the State of Wisconsin. Presented by the Wisconsin State Centennial Committee. Purchase from the University of Wisconsin, \$165. Rent from the Bureau of Visual Instruction, University of Wisconsin, or from other 16mm film libraries.

**Film Summary** Sketches briefly the history of the State of Wisconsin and explains the importance of its forests, then proceeds to show how a bill to control forest fire hazards is passed by the State Legislature and becomes a law. Follows the process beginning with Assemblyman Smith's drafting the bill with the help of the Legislative Reference Library, then introducing it in the Assembly, its referral to the Conservation Committee which conducts public hearings and makes a report to the Assembly, discussion in the Assembly, its engrossment, the roll call vote, and passage. The film sketches the repetition of the process in the Senate, the bill being signed by the Governor, its constitutionality being challenged, and the decision of the Wisconsin Supreme Court.

**Committee Recommendation** A simple, lucid explanation of the law-making process in Wisconsin, which is similar to that of many other States and of our National Government, this film can be used in civics and other social-studies classes, and with adult-education groups as a visual example of a democratic process.

### You the People

16mm sound, b/w, 20 minutes, 1940. Produced by Metro-Goldwyn-Mayer. Lease from Teaching Film Custodians Inc. \$60. Rent from film libraries of educational institutions.

**Film Summary** Dramatizes a situation in a hypothetical town wherein a corrupt political machine, through bribery and extortion, maintains its power and wins the municipal elections until it goes so far as to stuff ballot boxes and its members are exposed by a representative of the Clean Government League. Makes the point that since voters in a democracy have the right of a free and secret ballot, they are responsible for their government—and if they do not vote, they are even more responsible.

**Committee Recommendation** This M-G-M "Crime Does Not Pay" short focuses attention upon the responsibility of all voters to vote and dramatizes their failure to fulfill this democratic prerogative and duty. As such, it can be used best in junior and senior high-school social-studies classes as an example of the democratic electoral

process—and what can happen when citizens do not exercise their rights and meet their responsibilities. Highly recommended for adult group discussion by the Institute of Adult Education.

### *In the World*

#### **Highlights of the United Nations Year, 1947-1948**

16mm sound, b/w, 10 minutes, 1948. Produced by the United Nations Department of Public Information. Not for sale. Rent from 16mm film libraries designated by UN.

**Film Summary** A pictorial survey of some of the accomplishments of the United Nations during the year 1947-48, this film covers briefly such events as the vote for partition of Palestine, the clearing of the site for the future UN headquarters in New York, the sending of cholera vaccine to Egypt, the action of the Security Council in the war between the Netherlands and the Indonesian Republic, and various activities of the specialized UN organizations.

**Committee Recommendation** The focus upon the achievements of the United Nations and of international cooperation makes the film particularly valuable as an antidote to the frequent stories of United Nations deadlocks and disagreements. It can be used most profitably in high-school social-studies classes and with serious-minded adult groups.

#### **Hymn of the Nations**

16mm sound, b/w, 28 minutes, 1945. Produced by the U. S. Office of War Information for its overseas information program. Made available by the U. S. Department of State to the U. S. Office of Education for domestic use. Purchase from United World Films Inc., \$34.43. Rent from 16mm film libraries.

**Film Summary** Arturo Toscanini conducts the NBC Symphony Orchestra in a radio broadcast of Verdi's Overture to "Forza del Destino"; the narrator recounts the contributions of Toscanini and other great Italians to freedom and democracy; and Toscanini conducts the NBC Symphony Orchestra, the Westminster Choir, and Jan Peerce in a radio broadcast celebrating the liberation of Italy in 1943, of Verdi's "Hymn of the Nations."

**Committee Recommendation** This is a dramatic and an inspirational film—for its portrayal of Toscanini, both at home and on the podium, its concept of international understanding and friendship, and its visual and auditory rendition of "Hymn of the Nations." For grades 7-12, college, and adult audiences, and particularly for general audiences on special occasions.

### **Pattern for Peace—The Charter of the United Nations**

16mm sound, b/w, 15 minutes, 1948. Produced by Crown Film Unit. Presented by British Information Services. Purchase from BIS, \$44. Rent from BIS or from 16mm film libraries.

**Film Summary** Explains the reasons and hopes for the United Nations organizations, quoting from the Preamble to the United Nations Charter; and describes by diagrams the organization of the United Nations and by photography the services and functions of the General Assembly, Secretariat, Security Council, International Court of Justice, Economic and Social Council, and Trusteeship Council.

**Committee Recommendation** An interesting and lucid explanation of the United Nations, this film should be useful both for high-school and college classroom study and for general adult meetings. Recommended for adult group discussion by the Institute of Adult Education.

### **The People's Charter**

16mm sound, b/w, 18 minutes, 1947. Produced by the United Nations Film Board. Purchase from Nu-Art Films Inc., \$39.50. Rent from Nu-Art Films or from other 16mm film libraries.

**Film Summary** This first film presentation of the United Nations reviews the events leading up to the organization of the United Nations, including the war, the Atlantic Charter, the meetings at Quebec, Dumbarton Oaks, Moscow, and finally San Francisco. It shows the first meeting of the General Assembly with representatives from various nations affirming faith in the United Nations, and closes with President Roosevelt's statement that the United Nations is an "association not of governments, but of peoples."

**Committee Recommendation** While *The People's Charter* is, for general use today, heavy on the events leading up to the founding of the United Nations, it can be used in junior and senior high schools as a historical record of the United Nations. Recommended for adult group discussion by the Institute of Adult Education.

### **We the Peoples**

16mm sound, b/w, 8 minutes, 1945. Produced by Young America Films Inc. Purchase from Young America Films, \$40. Rent from 16mm film libraries.

**Film Summary** Shows the adoption of the United Nations charter at San Francisco in 1945, and explains the organization of the United Nations—General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, and the Secretariat.

**Committee Recommendation.** The primary value of this film is its visual explanation of the organizational structure of the United Nations, and can be so used in social-studies classes in junior and senior high schools.

**Wilson** (See page 5)

### **The World is Rich**

16mm sound, b/w, 43 minutes, 1947. Produced by British Information Services. Purchase from BIS, \$100. Rent from BIS or from 16mm film libraries.

**Film Summary** Shows hunger and starvation throughout the world, caused partly by the war but also due to floods, droughts, primitive methods of farming, and inequitable distribution of food. Demonstrates through diagrams international trade between surplus-food-producing countries and food-importing countries. Explains the aims of the Food and Agriculture Organization of the United Nations.

**Committee Recommendation** This film can serve a useful function in introducing some of the food problems of the world and the activities of the FAO. For high-school, college, and adult audiences. Rated "acceptable" for adult group discussion by the Institute of Adult Education.





*Films for*  
**Patriotic Occasions**

*From "America the Beautiful," courtesy, Warner Bros. Pictures, Inc.*

**America the Beautiful**

16mm sound, color, 20 minutes, 1945. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions. Borrow from Savings Bonds Division, U. S. Treasury Department.

**Film Summary** A scenic tour of the United States, this film shows the beauty and grandeur of our country—its rivers, lakes, and mountains, our National Forests and National Parks. Points out that everyone has a stake in this country and that it is everyone's duty to buy U. S. Savings Bonds. The film closes with the playing of "America the Beautiful."

**Committee Recommendation** This technicolor film, shown first in theatres, then to nontheatrical audiences by the U. S. Treasury Department, and now available through TFC, is a "natural" for any general audience, and particularly suitable for meetings on patriotic occasions. For grades 4-12, college, and adult audiences.

**The Bill of Rights** (See page 9)

**The Flag Speaks** (See page 1)

**Give Me Liberty** (See page 1)

**Hymn of the Nations** (See page 39)**Inside the White House**

16mm sound, b/w, 10 minutes, 1939. Produced by Columbia Pictures Corporation. Lease from Teaching Film Custodians Inc., \$30. Rent from film libraries of educational institutions.

**Film Summary** Shows exterior and interior views of the White House and the adjacent Executive Offices; various officials arriving at the White House for conferences with President Franklin D. Roosevelt; and newspapermen attending a White House conference.

**Committee Recommendation** The White House is, of course, both a national symbol and a shrine, and this pictorial visit, like other films on the same subject, should be informational and inspirational to students who have not had the opportunity to visit the White House. It is somewhat dated, of course, by the changes that have been made during the last 11 years.

**Land of Liberty** (See page 2)**Lincoln in the White House** (See page 10)**The Man Without A Country**

16mm sound, color, 21 minutes, 1938. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Rent from film libraries of educational institutions.

**Film Summary** Dramatization of Edward Everett Hale's fictional story of Philip Nolan, U. S. Army officer who, because of his statement, "I wish that I may never hear of the United States again!" was sentenced to spend the rest of his life aboard Navy ships at sea and to be kept in complete isolation from news of the United States.

**Committee Recommendation** An adaptation of the famous fictional story, this film has some usefulness on patriotic occasions.

**The Nation's Capital**

16mm sound, b/w, 15 minutes, 1945. Produced by March of Time (Forum Edition). Purchase from MOT, \$55. Rent from 16mm film libraries.

**Film Summary** A camera tour of Washington, D. C., this film

pictures the major Government buildings and monuments, provides a brief tour of the White House, shows the Senate and House of Representatives, and presents a typical working day of a Congressman.

**Committee Recommendation** This pictorial survey of our Nation's capital city can be used in social-studies classes and on general occasions with both student and adult audiences.

### **New Americans** (See page 13)

### **The Perfect Tribute**

16mm sound, b/w, 20 minutes, 1935. Produced by Metro-Goldwyn-Mayer. Lease from Teaching Film Custodians Inc., \$60. Rent from film libraries of educational institutions.

**Film Summary** A movie adaptation of the fictional story by Mary Shipman Andrews, "The Perfect Tribute," this film portrays President Lincoln writing his speech to be delivered at Gettysburg, thinking the speech was a failure, then discovering that a Southern soldier, dying in a Washington hospital, had memorized the Gettysburg Address.

**Committee Recommendation** This fictional story has an emotional appeal in its interpretation of Abraham Lincoln's character, and can well be used on patriotic holidays or other general occasions.

### **The Power Behind the Nation**

16mm sound, color, 17 minutes, 1947. Produced by Warner Bros. Pictures Inc. Not for sale. Borrow from the Savings Bonds Division, U. S. Treasury Department.

**Film Summary** A pictorial tour of the United States, emphasizing the industrial power of the Nation. Includes scenes of coal mines, lumber camps, steel mills, railroad yards, and the like. Urges the buying of U. S. Savings Bonds and closes with a glee club singing, "This Is My Country."

**Committee Recommendation** This technicolor film, like its predecessor *America the Beautiful*, is a "natural" for general audiences on patriotic occasions.

### **Sing A Song of Friendship—Parts 1 and 2**

16mm sound, color or b/w, 10 minutes each, 1948. Produced by the Anti-Defamation League of B'nai B'rith. Purchase from Official Films Inc., \$86 (color) or \$25 (b/w) for each part. Borrow from the Anti-Defamation League or rent from 16mm film libraries.

**Film Summary** These two cartoon films, based upon six songs by Irving Caesar, employ the "bouncing-ball" technique of encouraging audience singing as the words are projected on the screen. Part 1 consists of three songs: "We Have a Law," dealing with freedom of speech; "Thomas Jefferski", making the point that the suffix "ski" like "son" simply refers to the family or town from which a person came; and "Our Football Team," demonstrating that the parents or grandparents of American football players came from many different countries. Part 2 likewise consists of three separate songs: "The World of Tomorrow," urging "let's make the world of tomorrow today"; "Music to His Ears," dealing with religious tolerance; and "One World," emphasizing the theme of "all for one and one for all."

**Committee Recommendation** These two appealing cartoons with their catchy songs dealing with different aspects of democracy can be used, either singly or together, to round out almost any program of films dealing with democracy. For grades 3-12 and adults.

### **The Song of a Nation**

16mm sound, color, 19 minutes, 1937. Produced by Warner Bros. Pictures Inc. Lease from Teaching Film Custodians Inc., \$120. Borrow from film libraries of educational institutions.

**Film Summary** Dramatizes Francis Scott Key's writing of "The Star Spangled Banner," including his quarrel with his wife, his journey to a British warship lying off Baltimore, watching the night bombardment of Fort McHenry, seeing the American flag flying at dawn, writing the words to the song, and his later reconciliation with his wife.

**Committee Recommendation** This film, frankly sentimental and melodramatic in its portrayal of Francis Scott Key, can best be used in assembly or auditorium meetings on patriotic holidays.

### **The Town** (See page 34)

### **United States** (See page 4)

### **Washington, D. C.**

16mm sound, b/w, 9 minutes, 1937. Produced by Columbia Pictures Corporation. Lease from Teaching Film Custodians Inc., \$30. Rent from film libraries of educational institutions.

**Film Summary** Pictorial tour of the major Government buildings, including the Capitol, White House, Supreme Court, Washington Monu-

ment, and Lincoln Memorial. Explains something of the work of the Bureau of Standards, Bureau of Printing and Engraving, and Federal Bureau of Investigation.

**Committee Recommendation** An interesting pictorial visit to the capital of the United States which can be used in social-studies classes as background material or in the school auditorium on patriotic occasions.

### **White House**

16mm sound, b/w, 19 minutes, 1946. Produced by RKO Pathe Inc. Lease from RKO Radio Pictures Inc., \$90. Rent from 16mm film libraries.

**Film Summary** Follows a young couple visiting the White House; pictures the various rooms and explains the history and significance of each one; portrays President Truman signing a bill; shows the swimming pool, movie room, switchboard, dinner service, and the work of the Secret Service; and closes with quotations of former Presidents Jefferson, Lincoln, Cleveland, Theodore Roosevelt, Taft, Wilson, and Franklin D. Roosevelt.

**Committee Recommendation** One of the "This Is America" series, this film is an interesting and an inspirational picture of the White House. It can be used in civics, government, and general social-studies classes, and in general student and adult meetings as an explanation of and a tribute to the home of our Presidents.

### **The White House**

16mm sound, b/w, 14 minutes, 1948. Produced by March of Time (Forum Edition). Purchase from MOT, \$55. Rent from 16mm film libraries.

**Film Summary** Shows the various rooms of the White House and explains the uses of each one; illustrates the historical changes that have been made in the structure of the White House; and portrays the holding of a White House press conference.

**Committee Recommendation** Like the other films on this subject, this pictorial visit to the White House, a national symbol and shrine, should be informational and inspirational to students.

**Wilson** (See page 5)

**Winning Our Independence** (See page 6)

**Young Mr. Lincoln** (See page 11)



- GENERAL MILLS, Film Library, 400 Second Ave. South, Minneapolis 1, Minn.**
- INTERNATIONAL FILM FOUNDATION INC., 1600 Broadway, New York 19, N. Y.**
- KNOWLEDGE BUILDERS, 625 Madison Ave., New York 22, N. Y.**
- LOCKE FILMS INC., 120 W. Lovell St., Kalamazoo 8, Mich.**
- MARCH OF TIME (Forum Edition), 369 Lexington Ave., New York 17, N. Y.**
- MISSIONS COUNCIL OF THE CONGREGATIONAL CHRISTIAN CHURCHES, 287 Fourth Ave.,  
New York, N. Y.**
- NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, 381 Fourth Ave., New York 16,  
N. Y.**
- NATIONAL PROBATION AND PAROLE ASSOCIATION, 1790 Broadway, New York 19,  
N. Y.**
- NEW YORK UNIVERSITY FILM LIBRARY, 26 Washington Place, New York 3, N. Y.**
- NU-ART FILMS INC., 145 W. 45th St., New York 19, N. Y.**
- OFFICIAL FILMS INC., 25 W. 45th St., New York 19, N. Y.**
- OHIO STATE DEPARTMENT OF PUBLIC WELFARE, Columbus 10, Ohio**
- PENNSYLVANIA STATE COLLEGE, Audio-Visual Aids Library, State College, Pa.**
- POST PICTURES CORP., 115 W. 45th St., New York 19, N. Y.**
- RKO RADIO PICTURES INC., 1270 Sixth Ave., New York 20, N. Y.**
- TEACHING FILM CUSTODIANS INC., 25 W. 43d St., New York 18, N. Y.**
- TENNESSEE VALLEY AUTHORITY, Film Services, Knoxville, Tenn.**
- U. S. PUBLIC HEALTH SERVICE, Washington 25, D. C.**
- U. S. TREASURY DEPARTMENT, Savings Bonds Division, Washington 25, D. C.**
- UNITED NATIONS FILM BOARD, Lake Success, N. Y.**
- UNITED WORLD FILMS INC., Castle Films Division, 1445 Park Ave., New York 29,  
N. Y.**
- UNIVERSITY OF WISCONSIN, Bureau of Visual Instruction, Madison 6, Wis.**
- YOUNG AMERICA FILMS INC., 18 E. 41st St., New York 17, N. Y.**

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