THE POSSIBILITIES OF THE USE OF VISUAL AIDS IN SOCIAL
STUDIES IN THE INTERMEDIATE GRADES IN
THE DENTON PUBLIC SCHOOLS

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CHAPTER I

INTRODUCTION

Problem of the Study

Within recent years there has been a great deal of discussion concerning visual aids as aids in the educational process. Especially in the field of moving pictures, there has been a great deal of progress and many companies have been devoting a part of their time to producing educational pictures. The question arises as to what these pictures are, how they may be used, what is their problematical value, what types are available, and where they may be procured. These questions comprise the problem of this study and form its background.

Purpose of the Study

The purpose of this study is to determine the possibilities of visual aids as an aid to the learning process in the social studies of the intermediate grades of the Denton public schools, with particular emphasis on the moving picture films and film strips available for use as visual aids in these social studies subjects.

Importance of the Subject

The concept of visual education is not a new one in the
schools. Maps, charts, diagrams, models, and pictures have been utilized quite generally by all teachers. The development of the motion picture, however, has opened new possibilities for enriching textbook material in the schoolroom. The extent to which the moving picture, film strips, and slides are being used may be illustrated by the amount of funds set up for this purpose by a large city school system and by the equipment and film library provided. In a report made by H. Wiley Embrey, director of visual education in the Dallas city public schools, it is stated that the school budget provides $40,000 yearly for visual education. The amount and kind of equipment provided according to Embrey, is as follows:

We have seventy-seven sound motion picture projectors and 1,220 films used in the schools. There are sixty-three projectors and 500 slide sets; thirty-seven film strip projectors and 750 film strips, twelve opaque projectors for flat pictures and 300 flat pictures, and two micro projectors for picture enlargements.1

The rapid growth in the use of motion pictures as visual aids is apparent from the figures regarding the number of films used. The visual education department in the Dallas public schools was set up in 1945. That year, students saw 5,216 motion picture films. During the 1947-48 years, they saw 11,149 films. In the first two months of the year 1948-49,

1"Dallas Schools in Front with Visual Education", The Dallas Morning News, Section II, December 5, 1948, p. 5.
they have seen 4,150 films.  

Regarding the value of the motion picture as an aid to education, Embrey states:

Motion pictures approach reality more than any other medium of communication. Fractions, decimals, and other mathematical symbols are easier to understand when the student can see on film what they mean through illustration. They learn history the easy way by watching it unfold on the screen. Classics, like works of Shakespeare, are easier to read and understand after students have seen the film dramatization.

Embrey further stated that most subjects taught in school now have films to support them. Book companies are producing films or film strips to go with textbooks, and one series of films deals with each chapter in the book. These statements illustrate the growing emphasis placed on the motion picture film as an aid in education. The subject is worthy of study and investigation, and is pertinent to every teacher in the field regardless of grade level or subject taught.

Limitations of the Study

The scope of this study is limited to an investigation of the possibilities and the use of motion picture films and pictures by teachers of the social science subjects in the intermediate grades of the Denton public schools. The values of visual education were studied in the literature in the field, and no attempt was made to measure any outcomes in the Denton schools. The number of motion picture aids available for use and the extent to which the Denton schools were using them is the subject for the research.

\(^2\text{Ibid.}\)  

\(^3\text{Ibid.}\)
Source of Data

The data for the study were secured from both documentary and human sources. The values of visual aids in the educative process were studied in recent literature and investigations in the field of visual education. The availability of film material for use as visual aids in teaching was checked from the best known sources furnishing visual education films to the public schools. A survey was conducted of the social science studies in the Denton public schools for the intermediate grades. Special attention was given to the number of visual education films used in comparison to the number available for use.

Method of Procedure

The study was an outgrowth of the interest created in the subject of visual education by assistance given by the author to her sister, Helen A. Borth, who made a study of film titles. Permission was asked to base a related study in this field. The social studies subjects were chosen because many writers in the field assert that visual aids are more valuable in this field than in some others.

The first step in the study, after subject matter was decided upon, was an investigation of related studies in this field. These yielded valuable background material necessary for a clear understanding of what others had done, what they had learned, and the methods used in their research. Once this
was accomplished, the values of visual aids in the educative process were studied in the field of education. Attention was directed to the claimed values of increased interest, economy in learning time, and efficiency in learning.

With these things in mind, a survey was made of the social studies subjects in the intermediate grades of the Denton public schools. The basic adopted texts of geography and history were studied in order to determine the kind of films needed for visual aids. Sources supplying educational picture films were then studied. A list of picture films, which appeared from their titles to be suitable as supplementary to the subjects under consideration, was then made. In the survey of the visual education program of the Denton public schools in social studies in the intermediate grades, contact was made with the director of the program. Excellent cooperation was given by the director in the project and she furnished all available data on the work. An evaluation of the extent to which the social studies classes in the intermediate schools of Denton utilized possible moving picture aids was then made. In the final part of the study the findings and recommendations were made.

Related Studies

Borth, a home economics major in the North Texas State College, made a study of the effective utilization of films
in teaching home economics in 1943. The purpose of her study was to develop an instrument or check list for selection of films from catalogs or offerings. In the use of films, many teachers had found that the description offered in catalogs or by distributing firms did not always adequately picture the usability or adaptability of the visual aid. The instrument developed for making selection of films was a simple check list to be used by the teachers. Borth's study is related to the present one in that both investigations deal with selection and use of films as educative aids.

A study very closely related in thought and purpose to the present one was made by Margaret Gibson in 1948. Her investigation concerned itself with the values of motion pictures in coordination with sixth-grade social studies. The experiment was carried out in the classroom of the teacher, involved a group of fifty students, and covered a period of time of twenty-four weeks. During the first twelve weeks of the experiment, the social studies work of one-half of the class was carried out without the use of visual aids. In the second twelve weeks, the same group of pupils was given regular film experiences each week in connection with the class work. The same procedure was followed in the other one-

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5 Margaret Lucile Gibson, "Value of Motion Pictures in Coordination with Sixth-Grade Social Studies", Unpublished Master's Thesis, North Texas State College, June, 1948.
half of the group selected for study only that the visual aids were used in the first twelve weeks and discontinued in the second twelve weeks. A series of tests was then formulated by the investigator which sought to measure the pupil's learnings in the social studies under the varying conditions. Some of the following conclusions resulted from her study:

1. Motion pictures are to be used as valid aids to the lesson's process and not as entertainment or "time-killers".

2. Films do not replace the teacher but tend to enhance the teacher's role as guide, leader, and counselor.

3. The outcomes of the study indicated that the use of motion pictures in the teaching of the social studies at the sixth-grade level resulted in better retention of information on the part of the pupils where the films had been closely related to the subject matter.

The use of motion pictures as supplementary aids in the study of natural sciences and music was investigated by Arspiger in 1933.6 Experimental and control groups of students in cities in New York, New Jersey, and Maryland were utilized. Standard tests were used to measure achievement and retention. Motion picture films were used as supplementary aids in teaching with the experimental group and in the control group only the regular forms of instruction were used.

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6Varney C. Arspiger, Measuring the Effectiveness of Sound Pictures as Teaching Aids, Contributions to Education, No. 565, Teachers College, Columbia University, pp. 80-86.
When the results of the study were tabulated it was found that every unit gain of the experimental group was higher than those of the control group. Comparisons were then made of the gains registered by pupils with a high intelligence quotient and those with a low rating. The percentage of gain registered by those in the experimental groups was substantially the same as when all the pupils were combined. Special recall tests showed that the percentage of recall was higher for the experimental group in all units for both science and music. The major conclusion reached by Arnsiger from his study was that talking pictures made lasting contributions to learning, both in natural science and in music units.

Another study related to the present one is that of Swain, "Educational Motion Picture Films."

The purpose of his research was to make an evaluation of silent and sound educational motion picture films available for the elementary grades in the film library of the Fort Worth Public Schools. He found that the films were inadequate in number and that the titles in many instances were misleading. He recommended that a definite set of criteria be used in the selection of films and that the number of films be increased at all levels.

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CHAPTER II

THE VALUE OF VISUAL AIDS IN TEACHING AS OUTLINED IN SOME LITERATURE IN THE FIELD

Purpose of the Chapter

The purpose of this chapter is to make a survey of the available literature in the field of visual education to determine some values attributed to visual aids in the teaching and learning process. Attention will be directed first to the general values ascribed to visual aids and then specifically to the values in teaching the social studies. For discussion purposes the values will be divided into three divisions: interest, economy, and efficiency in teaching and learning.

Interest

One of the basic laws of learning is stated by Lee and Lee as follows: "Learning is facilitated if the material is interesting to the pupil."\(^1\) It is one of the greatest aids in learning. John Dewey makes the further statement:

\(^1\) J. Murray Lee and Dorris May Lee, The Child and His Curriculum, p. 145.
The law and parents may guarantee the physical attendance of the child at school, but it is left to the teacher to insure his mental attendance by a sound appeal to his active interests. A child’s character, knowledge and skill are not reconstructed by sitting in a room where events happen. Events must happen to him, in a way to bring a full and interested response. It is altogether possible for a child to be present physically, but absent mentally. Our whole policy of education rises or falls with our ability to make school life an interesting and absorbing experience to the child.2

Dorris states that when a pupil is interested, he responds appreciatively to an object or a situation.3 When a child works under compulsion, he usually gives as little attention as possible to the work. As long as the attention is forced, part of the energy that should be used in the learning process is burned up in keeping himself at the task. As interest in the task assures the greatest amount of voluntary work.

One of the strongest recommendations for the use of visual aids in the classroom is the fact that they help create an interest in almost any type of subject matter. Not all of the school program can be made realistic or learned through the laboratory method; a great deal of it is abstract and far away from the child’s own world. Dorris states:

Children, largely because of their limited experience and lack of knowledge as a basis for understanding and appreciating, are not interested in the


3Anna Verona Dorris, Visual Instruction in the Public Schools, p. 16.
abstract or the far away. They are more apt to be interested in things, objects, and people. They seem to be attracted to the new and the novel.\textsuperscript{4}

Visual education, because it adds to both understanding and appreciation, increases the interest of the pupil in the subject matter studied. Visual aids serve to arouse the learner's interest and stimulate him to more productive activity. Weber illustrates the use of a baseball picture showing how a batter hits the ball.\textsuperscript{5} An ambitious boy, he states, may be stimulated to do the same after viewing the picture where he might not make any attempt if he merely read about the hitting process.

McKown and Roberts state that visual aids interest the pupil in exactly the same way in which an adult would be interested in some new concrete process; it is a natural stimulation. Sensory aids cause the child to immediately focus his attention on them. One cannot be too certain that while a child is reading, computing, writing, listening, or doing other traditional school tasks that he is giving one hundred per cent attention. He may be pretending to give attention, or his mind may be focused on some extraneous object. "When a pupil is really experiencing a sensory aid his attention is so intense that other things are excluded from his mind."\textsuperscript{6}

\textsuperscript{4}Ibid., p. 17

\textsuperscript{5}Joseph J. Weber, Picture Values in Education, p. 100.

\textsuperscript{6}Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Education, p. 25.
Interest, then, it may be assumed from these readings, is one of the values of using visual aids in classroom instruction. Inasmuch as it is psychologically known that interest facilitates learning the assumption is made that visual aids are valuable supplementary devices in the learning process.

Economy

Conservation of time is necessary in the educational procedure the same as it is in any industry or business. Education is one of the biggest businesses in the United States today. Frazier and Armentrout made the following statement in 1927; it is much more true today than then:

The biggest business in the United States today is education. Our present public educational plant has more than seven hundred thousand teachers with a billion and a half dollars invested in equipment, an annual budget of over a billion, and an enrollment of over twenty million pupils. In a few decades this will all be doubled, and then will still keep on growing.\(^7\)

These figures speak mostly in terms of money. However, there is still greater waste in terms of human loss when the educational process is delayed or otherwise slowed down. Ayres in his study reported in 1909 that the average rate of non-promotion for all grades was sixteen per cent.\(^8\) Caswell,

\(^7\)George Willard Frazier and Winfield D. Armentrout, *An Introduction to Education*, pp. 221-222.

\(^8\)Leonard P. Ayres, *Laggards in Our Schools*, pp. 141-158.
reporting on an extensive study of pupil progress nearly a quarter of a century later, found the average rate of non-promotion to be ten per cent.\(^9\) A more recent analysis by Saunders shows a drop from 8.7 per cent to four per cent in the average rate of non-promotion for seven large cities during the past two decades (1920-40).\(^10\) Even though these figures indicate that the rate of failure in grade progress is downward, they still show that there is a great loss of time for pupils in failure in grade progress. Somewhere there has been some factor which retarded or delayed learning process. The interests of the taxpayer and the citizens of a democracy require that education, where possible, be economical in operation and in time consumed.

Another of the fundamental laws of learning is applicable here. Lee and Lee state this law as follows: "Learning is facilitated when the material or concept is suitable to the maturation level of the learner."\(^11\) This simply means that both materials and methods must be adjusted to the "powers" of the learner. Maturation of pupils differ, even when they are the same age. In some instances, mental, social, or emotional growth may be stunted. If the materials are

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\(^10\) Carleton M. Saunders, *Promotion or Failure for the Elementary Schools*, pp. 6-25.

beyond the child's powers at the time, he is lost and makes no progress. Some children need concrete materials along with their textbooks. Even if they are at the average maturation level, concrete materials hasten the learning process. Borriss says that pupils, through the medium of a few colored slides or the colored motion picture, will learn more about the Yellowstone Park in thirty minutes than they can ever learn through word pictures.\footnote{Borriss, \textit{op. cit.}, p. 22.} She further states in science, in the study of the development in life, such films as "The Monarch Butterfly," "Toads" or "How Life Begins" give more understanding and appreciation in an hour, after the background has been established, than is possible in any other way.\footnote{\textit{Tbid.}, p. 23.} An instructor in a high school science department has stated that for the last five semesters he has given rigid tests, and each time he had found that the boys not only knew a great deal more about the subject of magnetism than the classes of former years, but that they had saved over half the time formerly devoted to the subject. Like results in all other subjects were reported by this teacher where he was able to use good educational films.

Borriss has this statement:

\begin{quote}
Without a doubt the proper application of visual instruction will tend to reduce retardation in the
\end{quote}
public schools. Here again, both time and money may be saved with a substantial benefit to all concerned. 14

Another outstanding educational value, economy in time of learning, then, is claimed for visual education. In view of the statistics regarding retardation and failure in grade progress, any educational aid that operates to reduce the time required for learning is a valuable adjunct in the learning process.

Efficiency

A third value claimed for visual educational aids is that they increase the efficiency of the learning process. An interest in the subject and a saving of time in mastering it are both valuable, but they are valuable only as means to attain certain ends. Education seeks results that control human behavior and regulate human conduct. One source states that from fifty to seventy-five per cent of teaching passes over the heads of the majority of pupils because it is too abstract and bookish. 15 It lacks meaning. Lee and Lee state that "Learning is facilitated in proportion as the material is meaningful to the child." 16 Wheeler and Perkins report experiments that show that the study of learning is

14 Ibid., p. 25.
15 Ibid.
16 Lee and Lee, op. cit., p. 142.
in direct relationship to the extent and obviousness of meaning in the material. They say that "generalities, comprehensible to the learner should be presented first. Particulars will then be learned with effort and without memorizing."  

Scriber states that studies have brought out that we learn mostly through our sense of sight, and that seventy-five per cent of learning occurs through that sense. The individual learns about twenty-five per cent through the sense of hearing. A combination of sight and learning, therefore, should result in a high degree of efficiency in learning. Finch and Childs further state that research studies have shown that pupils of the same intelligence with the same books and teachers learn up to forty per cent more when teaching films supplement the other classroom tools.  

McKown and Roberts, who have made an exhaustive study of visual aids in education, state that exhaustive tests have proven that generally pupils remember facts presented in a film for a longer period of time than those presented textually. This is due to the fact that the child had a better

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20 Harry C. McKown, and Alvin D. Roberts, Audio-Visual Aids to Instruction, p. 154.
conception of the thing he sees than he has of the thing he hears discussed or read about. The presentation is more vivid.

Authorities, then, are agreed upon the thesis that the use of visual aids increases the efficiency of learning. On this basis, they are accorded value in the learning process.

**Summary of Values of Visual Aids in General Education**

A review of some literature in the field of visual education has resulted in the following findings regarding the values of such aids in the learning process:

1. Visual aids increase the interest of the learner in the thing to be learned:
   a. Attention is secured through interest, not force.
   b. Subject matter is made more realistic.
   c. They are a natural stimulation.

2. Visual aids increase economy in learning:
   a. Pupils learn quicker.
   b. Subject matter is presented at maturation level.
   c. Eliminates retardation through presenting material in an understanding manner.

3. Visual aids increase the efficiency of the learners:
   a. Pupils remember meaningful subject matter.
b. A high percentage of learning comes through sight.

c. A child remembers longer what he sees than what he hears or reads about.

Values of Visual Aids in Social Studies

Social studies deal more with human relationships than they do with actual factual material. A child may gain an accurate picture of a foot, a yard, or a rod by actually taking a ruler and measuring distance on a desk, a floor, or any plane surface. Learning what constitutes these measures is one aim of arithmetic. In the social studies, however, attitudes and human conduct are the main ideas stressed. These are not easily measured and they are more or less abstract. For these reasons visual aids are more advantageous, perhaps, than they are in other more concrete, realistic fields.

In the field of geography, Dorris outlines the objectives of teaching as follows:

1. The immediate aim is to impart useful geographic information which will aid individuals to perform the duties of life more intelligently and to enjoy leisure time more wholesomely.

2. The greatest need of the world today is universal harmony. The outstanding objective in teaching geography in every school throughout the world therefore ought to be to develop a sympathetic appreciation and understanding of the peoples and nations of the globe. The people of the United States, particularly, need to think of the world as a whole, as the home of the great human family, and to realize America's present responsibilities in the
family of nations. Racial prejudices grow out of ignorance and are best removed by understanding. The time to lay this foundation is early in life before prejudices have been acquired.21

Dorris further states that realistic experiences are necessary for the attainment of these objectives. She says that students must be led to see, to feel, and to think deeply regarding such problems. Geography appeals to the emotions as well as the intellectual faculties because it deals with conditions and relationships that affect life. Children cannot comprehend or understand foreign people like the Persians, Japanese, or Filipinos, by reading facts about them in textbooks. Visual materials, such as pictures, maps, and films, reveal not only how people live but explain why they live as they do, why some people till the soil and others herd cattle, sheep, and goats. Pictures help the pupils visualize not only where wheat, corn, and rice come from, but how they grow and how they are prepared for use as food. The printed page may explain all these important facts, but pictures and exhibits portray conditions and activities so that they seem real. Greater curiosity and interest are aroused through actually seeing and feeling. Dale states:

By means of a film we can quickly transport the child from wheat-raising in the great plains of the United States and Canada to Argentina and the Ukraine, and to any other geographic area in which wheat is an important crop. And a number of interesting conclusions

21 Dorris, op. cit., p. 247.
can be drawn by the pupils together with the teacher in regard to the geographic conditions under which wheat satisfactorily grows.22

Differences in living conditions may also be vividly portrayed by means of the still picture and the moving picture. The dense settlements of cities like New York, Bombay, or London may be contrasted with sparse settlements in other parts of the globe. Famine in China and India may be contrasted with the plenty of some other lands. Change, action, motion, process, all may be shown.

History, even more than geography, is a study of human relations. The geography teacher may take her pupils on a field trip wherein actual demonstrations may be made of various types of land forms: islands, peninsulas, deltas, land areas, or rivers and lakes. The history teacher cannot do this to any extent; she must depend more on source materials and the textbook. History is the story of the struggle of the human race for existence; it is the story of man's conquests and achievements as he has endeavored to adjust himself to his environment. Dorris vividly states the need for visual aids in the teaching of history:

In the teaching of history, as well as of geography, teachers must work with nature and meet the needs and interests of boys and girls. The memorizing of facts, dates and names is meaningless; children are interested only in life and

activities. History is rich in adventure, dramatic action, and heroic conquest. It does indeed deal with facts, but the facts express the causes and effects of human experience that took place at certain definite places; therefore the scene and event together must be revivified as a present living experience.23

History then must be vitalized through visualization. History students of all ages need a wealth of concrete descriptions, episodes, and narrations to supplement the textbook information. Because history is dynamic, romantic, and full of color, the motion picture offers greater service in the teaching of this subject than any other visual means. The motion picture overcomes every handicap of time and space, and recreates every activity of ancient or modern history almost as accurately as the original happening. For example, the motion picture film "The Covered Wagon" will give a student a far more realistic picture of the westward migration than any written description could hope to give. Dorris says that it is the "only visual aid that has the power to portray truthfully the activities and processes of which all history is composed."24

Summary of Values of Visual Aids in Social Studies

The review of literature in the field of visual education gave evidence that visual education is valuable in the learning process because it adds interest to the

24 Ibid., p. 286.
lesson, makes for economy through faster learning, and increases efficiency through better retention. In the study of the value of visual education in the social studies, the following findings are indicated:

1. The social studies are more abstract in nature than some other subject matter.

2. Visual education, because it gives reality to abstractions, is especially recommended for subjects not easily reduced to laboratory experiments.

3. Geography and history, the two social studies most commonly taught in the intermediate grades, may be made concrete, interesting, and more meaningful through the use of visual aids. The motion picture is especially recommended for use in this respect.
CHAPTER III

THE RELATIONSHIP BETWEEN THE SOCIAL STUDIES COURSE OF STUDY IN THE DENTON PUBLIC SCHOOLS AND MOTION PICTURE SUPPLEMENTARY AIDS AVAILABLE

Purpose of the Chapter

The purpose of this chapter is to make a survey of the course of study in social studies in the intermediate grades of the Denton public schools, to list textbooks used, and to list motion picture films available for supplementing textbook instruction.

Course of Study in the Social Studies in the Intermediate Grades

In the modern school all the subject matter is more or less considered social living because of the close integration that is being made between different fields. In this discussion, however, the study is limited to the subjects usually classified as social studies: geography, history, civics or government, and economics. In the intermediate grades neither government or economics are taught except incidentally, so the subjects considered here are geography, history, and elementary civics.
In the intermediate grades of the Denton public schools it was found that geography is taught in the fourth, fifth, and sixth grades. The civics is taught as a part of the history work. A list of the text books used in these subjects is included in the study in the appendix. An outline of the subject matter taken from the table on contents of each text is also included in the appendix. This was done in order to ascertain what type of visual aids was available for these particular grades and texts. It should be mentioned here that the Denton teachers use other supplementary texts in addition to the ones listed, but attention is given in this study only to basic adopted texts.

The title of the fourth grade geography, Journey's Through Many Lands, is indicative of the nature of the book. Its objectives as stated by the author are:

The leading objectives of Journey's Through Many Lands are to enlarge the geographical experiences of the children; to build up a conception of the earth as a globe; to enable the child to interpret pictures, maps and written materials; to help him realize the relation of the people's needs to their environment; to develop an appreciation of striking and beautiful scenery; and to create a sympathetic understanding of all peoples.\(^2\)

The main theme of the text is a development of sympathetic understanding of other people and their problems.

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\(^1\)Appendix of the study, pp. 46-53.

\(^2\)Forest Stull and Roy W. Hatch, Journey's Through Many Lands, p. iv.
"The hope of our world today lies in international understanding." Motion picture films for supplementing the text therefore will be studied from the viewpoint of their value in attaining or making clearer these objectives.

The fifth grade geography deals specifically with the countries of North and South America. The Introduction to the text outlines the objectives and gives a picture of the subject matter at this grade level:

Fifth grade geography should help the child understand ways of living in different parts of his own country and in other countries of North and South America. It should help him to apply certain geographical facts and principles which he has already learned, and at the same time to acquire new facts and principles. The following are some of the major understandings which he should consider:

1. The influence of such environmental factors as growing season, altitude, latitude, rainfall, fertility of soil, and vegetation.
2. The distribution of population—where the people live.
3. Why the people live where they do—why they cannot live successfully in certain other places.
4. How the people live—how they work and how they live in their homes and communities.
5. How the different parts of our country help one another—how these parts are members of one large community.
6. How the different countries of the Americas help each other.
7. How the United States and other parts of the Americas are concerned with global living.
8. How a variety of stories can be read from the globe and from maps. Progress in the use of the globe and maps requires continued growth in the ability to use symbols.\(^3\)

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\(^3\)Ibid.

\(^4\)W. R. McConnell, Geography of the Americas, p. v.
The moving picture films suitable for supplementing this text, it is apparent, will differ somewhat from the ones selected for the fourth-grade text. More stress will be placed on industries and ways of living.

The sixth-grade geography takes the students overseas for a study of these lands. All parts of Europe, Asia, Asia Minor, the Islands of the Pacific, and Australia are visited. The objectives of the text are listed as follows:

This course in geography should enable the child to apply to lands overseas the understandings developed and applied in his previous study of geography. In addition it should develop these major understandings and abilities:

1. All people everywhere live natural lives. They seek the necessities of life in ways that are influenced by their environment and by their past experiences and present abilities. Ways that seem strange to us are natural and sensible to them.

2. All peoples everywhere are interdependent.

3. Maps are tools of general interpretation. The ability to find and use maps that are helpful should be developed.

4. The ability to perceive relationships and understand principles should be extended from the specific situations under which they developed to general situations, wherever they are significant.5

The range of this book, it is apparent, is wide and varied. Specific attention, therefore, cannot be expected to be given to any one country, but only the outstanding features stressed. Ways of living, industries, and chief agricultural products are the main points considered.

5R. McConnell, Geography of Lands Overseas, p. v.
Another geography that is used in connection with the regular text mentioned above is something of an innovation in the geography textbook field. The book is titled *Our America* and it is history and geography combined. Films for supplementing and illustrating this text, therefore, are found in both geography and history fields.

The basic text in beginner's history in the fifth grade is *The Story of Our Country*. It "emphasizes our Old World background, the influence of geography upon history, and the economic and social life of the people." A close relationship existing between history and geography is shown in this expressed objective. The study material is divided into units dealing with America before the white man came, how the white man learned geography, the discovery of the new country by Columbus, the colonization and settlement problems, the growth and expansion of the country, and how the fledgling nation has grown into a world power. In reality it is the story of America and the possibilities of emphasizing it through visual aids are many and important. A detailed outline of the units and their subdivisions is included in the appendix to the study where reference may be made in studying film material available for illustration.  

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7 Appendix of the study, pp. 50-51.
Famous names in American history comprise the subject matter of the sixth-grade history text, *Great Names in American History.* The author states that this book may be used as the first book in a series, *Our Developing Civilization,* or as a general background book for the study of American history in the middle grades. The time period covered in the book is from the discovery of America by Columbus to the death of Franklin D. Roosevelt. Men of both war and peace are studied and they are divided into the following groups: colonizers of the new world, the men who helped to found the nation, the leaders of westward expansion, famous men of the war between the states, inventors who have helped America, and the Americans who have pioneered in world leadership. The detailed outline with the names is given in the appendix of this study.

A companion text to *Great Names in American History* is *Short Stories of Famous Men.* This book does not limit its subject matter to great names in America but studies famous men of all ages and countries under the following divisions: Early Period, Period of Exploitation, Period of the Revolutionary War, War Between the States, Recent Years, and World

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6 John G. Gilman and others, *Great Names in American History,* p. i.

9 Appendix of the study, pp. 52-53.

10 James J. Reynolds and others, *Short Stories of Famous Men,*
War II Heroes. Men included in each division are listed in the appendix.\textsuperscript{11}

This concludes the list of basic textbooks used by the Denton public schools in teaching the social studies in the intermediate grades. In the following discussion an effort has been made to list motion picture films suitable and available for supplementary illustration of the subject matter.

\begin{center}
Visual Aids Available for Social Studies Subjects in (Fourth, Fifth, and Sixth Grades)
\end{center}

Visual aids, as used in this study, primarily refer to motion picture films or picture strips, both sound and silent types. Investigation reveals that there are many educational films now available in the social studies field and that new sources are being developed lately. Visual education, it is indicated, is in its infancy and new and startling improvements may be expected. One agency which rents motion picture films lists 210 sources upon which to draw and another lists 210 sources.\textsuperscript{12} These are listed in appendix.\textsuperscript{#1}

These sources are of various kinds. Some of them are educational agencies, some are publishing houses, and a large

\textsuperscript{11} Appendix of the study, pp. 59-63.

\textsuperscript{12} Educator's Guide to Free Films.
number of films are made by business corporations. The objection of free use of advertising matter in the business corporation films has been overcome to a large extent. In the films first released of this nature more stress was often placed on advertising the product of the firm than on the educational portion of the film. This policy has been reversed. Some of the most valuable of the recent travel films have been made by business firms. Examples of this are General Motors Corporation's film "India", Atlantic Refining Company's "Mexico" and Allis-Chalmers Manufacturing Company's "Pan-American Highway."

Four main sources were relied upon in this study to select available films for supplementing the social studies in the intermediate grades of the Denton public schools. These were catalogs from the State Film Library of the Texas State Department of Education, the University of Texas Film Library, the New York University Film Library, and Educators Guide to Free Films. The films from the State Department of Education of Texas and from the business corporations are free except for transportation and insurance costs, while the ones from university film libraries carry a rental charge in varying amount according to the film offered. The University of Texas charges a rental fee varying from a service charge of twenty-five cents to $2.50 for the use of films. The New York University has a minimum service charge of fifty cents and a rental fee varying from $1.00 to $4.50
per day. The latter source also has films for sale to schools which make it possible for them to build a film library similar to school libraries.

The methods of obtaining films for use as educational aids are outlined as follows by the Texas State Film Library catalog:

1. All public or private schools in Texas recognized by the State Department of Education are eligible to requisition films from the State Film Library.
2. The exhibitor (school or other institution) must pay shipping charges both ways, including insurance.
3. Return the film IMMEDIATELY after the last showing on the last scheduled date of showing.
4. Pay for replacing films lost, torn, or broken or otherwise damaged by exhibitor.
5. Return film in the State Library's container.
6. Fill in completely the Report of Showing blanks sent with each film and RETURN to the State Film Library.13

Restrictions imposed on the user are as follows:

1. Not more than five film subjects may be withdrawn by any one exhibitor at a time. Five filmstrips may be withdrawn at the same time.
2. Films may be withdrawn by an exhibitor only for a maximum period of five days, exclusive of transit time.
3. Films from the State Library may not be used for any commercial purpose.14

Exhibitors are also asked to make requests as far in advance as possible. The catalog states:

By doing this you will increase your chance of getting the exact materials you want on the dates you

13 Motion Pictures and Film Strips in State Film Library, pp. 3-4.
14 Ibid., p. 4.
want them. Do not expect a request to be filled when it is made only one or two days before the desired date of use. Requests must be received at least five days before the desired date of showing.  

The requirements and restrictions set up by the State Film Library for the rental of educational films are typical of those imposed by various other rental agencies. Where films are to be rented, it is apparent, that there must be a carefully planned program in the school for utilizing them. A teacher cannot plan the use of a film with any certainty unless she orders it ahead of time, and then the demand for a film may delay her request indefinitely.

In the selection of motion picture films and film strips as suitable for supplementing the social studies textbooks used in the intermediate grades in the Denton public schools, the only criterion was the descriptions used in the catalogs. For this reason it is impossible to know whether these visual aids would altogether be suitable for the subject matter or at a grade level desired. The State Film Library states that its films are purchased only "after they have been previewed and evaluated by competent authorities." Each film is then classified as suitable for primary, elementary, junior high, senior high, college, adult, or trade use. The other catalogs have no like

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15 Ibid.

16 Ibid., p. 3.
classifications. Borth, in her study, "Homemaking Films", found that many catalog descriptions were inadequate and misleading in some respects.\textsuperscript{17}

The films selected as suitable and available for visual education purposes in the social studies in the intermediate grades of the Denton public schools, therefore, are based on the film catalog descriptions. For this reason extreme care was used in endeavoring to select only the films whose description appeared to coincide with textbook subject matter. Many films were omitted where there was any cause for doubting their educational value for the subject under consideration.

The textbooks for the fourth, fifth, and sixth grade were taken separately in the selection of available motion picture films and film strips. Using the table of contents and units of study listed in the Appendix of the Study as a basis of selection, a list of available films and their source was compiled for each grade and each textbook.\textsuperscript{18} This list is also included in the Appendix.\textsuperscript{19}

The fourth grade geography, it is shown, is written in the form of a journey or trip over the world. It is a descriptive tour, a "get-acquainted" trip, and no particular

\textsuperscript{17}Borth, op. cit., p. 39.

\textsuperscript{18}Appendix of the study, pp. 46-53.

\textsuperscript{19}Ibid., pp. 54-59.
attention is paid to specific phases of the countries: industries, resources, or economic questions. Descriptive travel films, therefore, were chosen as the ones most apt to be suitable for this particular text and grade level. The list is a part of the Appendix.

The purpose of the fifth-grade geography is stated as an endeavor "to help the child understand ways of living in different parts of his own country and in other countries of North and South America." 20 Many of the films selected for use in supplementing the fourth-grade geography text are also suitable for the fifth grade, but the titles will not be repeated. Films dealing with industries and resources were chosen rather than descriptive travel films wherever possible. The titles selected in the list indicate the differences. 21

The sixth-grade geography deals with the lands and people of overseas: Western Europe, Scandinavia, Central Europe, Mediterranean Europe, Africa, Southwestern Asia, India and Ceylon, Southeastern Asia, Australia, and the Pacific Islands. Many of the films listed at the fourth-grade level may be used to illustrate subject material at the sixth-grade level. The alert geography teacher will know

20 W. R. McConnell, Geography in the Americas, p. v.

21 Appendix of the study, pp. 56-57.
how to combine and utilize the films to the best advantage of all the pupils. The list selected, however, contains only new film material not otherwise listed.\textsuperscript{22}

An additional text used in the sixth-grade geography course is entitled \textit{Our America}. A large number of films were found which appear to be suitable for use as supplementary material for this text.\textsuperscript{23} These films are equally valuable in the teaching of the fifth and sixth-grade history courses. In one instance film strips are available which illustrate the growth and development of the United States from the colonization days down to the present time.\textsuperscript{24} A number of films are also available which portray the lives of great Americans.\textsuperscript{25} An examination of film titles, however, indicates that there are more films dealing with pioneer American life than with the modern era.

**Summary**

This chapter has been an investigation of the course of study for social studies in the intermediate grades of the Denton public schools with special attention given to

\textsuperscript{22}Appendix of the study, p. 57.

\textsuperscript{23}Ibid., p. 58.

\textsuperscript{24}Ibid., pp. 57-58.

\textsuperscript{25}Ibid., pp. 58-59.
the basic texts and the number and kind of motion picture films and film strips available for supplementing them. The findings may be summarized as follows:

1. Geography, history and beginner's civics comprise the social studies in the intermediate grades in the Denton public schools.

2. The fourth-grade geography is a "get-acquainted" with the world text.

3. The fifth-grade geography deals with the ways of living of North and South America.

4. The sixth-grade geography is a combination of geography and history: one text studies European and Asiatic countries, while another is concerned with American history and geography combined.

5. The fifth and sixth-grade histories deal mostly with the men who have made America great and the events and times in which they participated.

6. A large number of sources provided motion picture films and film strips which may be used to illustrate the social studies texts.

7. Much of the material is furnished free to schools except for transportation and insurance charges. Some libraries sell the films in much the same way as books are purchased for a library.

8. There is a large amount of picture films and strips available for use in illustrating the intermediate grade
social studies if the teacher has the funds for purchasing these or if the rental agency can supply her requests.
CHAPTER IV

THE NUMBER AND KINDS OF MOTION PICTURE FILMS AND FILM STRIPS UTILIZED BY DENTON PUBLIC SCHOOLS IN TEACHING INTERMEDIATE SOCIAL STUDIES

Purpose of the Chapter

The purpose of this chapter is to present the data on the number and kind of motion picture films and film strips utilized by the Denton public schools in the teaching of the social studies in the intermediate grades. Attention is given to various phases of the program: equipment, director, number of films used, and difficulties encountered by the teachers.

Equipment for Using Motion Picture Films and Film Strips

The visual-aid department of the Denton public schools has only been functioning for two years as a separate and distinct body. In that short space of time not too much can be accomplished, and this fact should be taken into consideration in evaluating the program. Another fact that should be mentioned here is limited funds. Where the Dallas Public School Board allots $40,000 per year to its visual aid department, the Denton public schools have funds
of only $250.00 per year. The schools, however, do have equipment sufficient for the use of many types of films. Each school has a motion picture projector for both sound and silent films. There is a projector for film strips in each building, and two slide set projectors. Opaque projectors for flat pictures are also available in each building. If this amount of equipment is wisely used, the visual-education needs of the pupils in each building may be met to a fairly satisfactory degree.

The director of the Department of Visual Education is one of the grade teachers in the city. This teacher has charge of the equipment and orders all the films requested by the teachers in the schools. Each teacher makes out her program, lists the desired films or pictures, and this list is ordered by the director. The list is made up for the entire school year with the date desired and alternate dates stated. In this way the director has ample time to order a film before the date of showing.

The Denton public schools, it was learned, does not own any motion picture films, but depends upon renting films that the teachers desire to use. It has no slide sets of its own, but does have seventy-five film strips. The schools also own a complete set of Eastman flat pictures for use in the opaque projectors.

During the school year of 1948-49 the social-studies teachers in the intermediate grades requested 155 motion
picture films and picture strips from various sources.\(^1\) The State Film Library was depended upon as the main source, but others utilized were the Texas State College for Women Film Library, Coronet, and the *Educators Guide to Free Films*. No films were used except those that were furnished free.

The difficulties in securing rental films at the desired date or in securing them at all during the year is shown by the actual number of the films secured which were requested. Of the 155 requests, only eighty-four were available for use.

The director of the Department of Visual Education concurred in the opinion expressed by Borth’s study: “Catalog descriptions of films were often misleading and unsatisfactory.”\(^2\) Many of the films, she said, which appeared to be very attractive and useful proved to be above the grade level desired, or were not adapted for use for the subject under study. She expressed the belief that the most satisfactory films for the schools would be those that are made by textbook publishers who can supplement the text material lesson by lesson. These films would be a part of the teaching equipment of the school and would be available at all times. No films of this nature are available in the Denton public schools, but textbooks publishers are beginning to

\(^1\) Appendix of the study, pp. 64-47.

make their own illustrative films. Small school systems with limited budgets can not purchase sufficient films to meet the needs of the pupils, and difficulty in getting rented films hinders the best-planned visual-education programs.

Denton social-studies teachers in the intermediate grades, it appears, though, are aware of the large amount of rental films available. Reference to the list of requested films show that the teachers asked for some of the most valuable of the titles available for these particular grades. The fact that the films were not available at the time the teachers desired to use them can not be held against their records in this respect.

Summary

In this investigation regarding the equipment for motion picture films and film strips and the number and kinds of films used, the following findings may be listed:

1. The Denton visual-education program has been functioning as a department for only two years.

2. Funds for purchasing equipment and supplies are very limited.

3. The schools have sufficient equipment for using both sound and silent motion pictures, for film strips, and flat pictures.

\[2^3\text{Embrey, op. cit., p. 6.}\ 4\text{Appendix of the study, p.p. 64-67.}\]
4. The school has no film library of its own but depends upon rentals to supply the needs of the pupils.

5. There are a large number of sources available for renting picture films, but there is no certainty that a picture can be secured at the desired date.

6. The experience of the Denton schools has been that rented pictures are not dependable for definite dates; they are often unsuited for illustration of subject matter; and they are sometimes above the grade level for which they were ordered.

7. The most satisfactory supplementary films, it is believed, will be those that are made by publishing houses of the textbooks used in the classroom.

8. A school should own its own picture films and film strips if it is to achieve effective visual education results.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the possibilities of visual aids as an aid in the learning process in the social studies in the intermediate grades of the Denton public schools. Special attention was directed to the values attributed to the use of the motion-picture film and films strips by literature in the field, to the sources of educational films, to the types of films available, and to the extent to which Denton social-studies teachers in the intermediate grades use the available film materials.

Conclusions

The following conclusions were reached from the investigation:

1. Educators and writers in the field of education agree that the motion-picture film is valuable in the educational process in three ways: (1) it adds interest to the subject matter; (2) it is economical because it shortens the learning process; and (3) it is efficient in that what is seen is better remembered than what is read.
2. There are a large number of sources furnishing free motion picture films to schools on a rental basis of postage and insurance.

3. The social studies in the intermediate grades in the Denton public schools are geography and history.

4. There are a large number of free films that illustrate the subject matter in these social studies.

5. The Denton public schools have sufficient equipment to permit the teachers to use motion-picture films and film strips as visual education aids.

6. The Denton schools have very limited funds for the visual-education department, and dependence is placed upon rented films for supplementary use.

7. The list of films ordered for the social studies in the intermediate grades during 1948-49 by the director of the department of visual education indicates that Denton teachers are well-acquainted with types of films available and with sources furnishing the films.

8. The experience of the Denton teachers in renting films has been disappointing in the following respects: (1) almost half of the films requested were not available at the requested date for showing; (2) film titles and descriptions were often misleading; and (3) many films were not adaptable to the grade levels for which they were ordered.
9. Any school, to make efficient use of the visual-education aids available, should build a film library in much the same way as it does a library of books.

10. Publishing firms, it is indicated, are beginning to make films designed directly to supplement the text book material.

Recommendations

The following recommendations are offered in the light of the data revealed in this study:

1. The Denton public school system should explore all possibilities and opportunities for expanding its budget for visual-aid education.

2. Since a number of different sources often handle the same films, application for rental of desired films should be made to more than one source. When the film is booked from one source, other requests may be canceled.

3. Close contact should be maintained with companies which have films and film strips for sale; the need for such films should be made a part of the public relations program of the school.

4. A screening committee should be appointed to make a study of films and the schools use and compile a list of those found to be valuable for certain subjects, and the age level for which they are best suited.
APPENDIX

TEXTBOOKS USED IN SOCIAL STUDIES IN INTERMEDIATE GRADES IN DENTON PUBLIC SCHOOLS

Geography

Fourth Grade: Journey's Through Many Lands

Table of Contents

I. The Earth as a Globe
II. Across the United States on the Lincoln Highway
III. The Seasons
IV. The Amazon Basin—A Wet, Hot Region
V. The Land of the Eskimo
VI. The Congo River Valley
VII. A Journey from the Congo to the Nile
   1. The Home of the Grassland Negroes
   2. The Sahara—A Hot-Dry Region
VIII. Egypt, the Gift of the Nile
IX. A Mediterranean Cruise
X. The Mountain Wonderland of Europe
XI. The Dutch—Their Fight with the Sea
XII. Norway
XIII. To the Land of Ancient Farmers—China
XIV. Far Away Australia

Fifth Grade: Geography of the Americas

Table of Contents

Living in the East

The Beginning of the United States
Making the Maps Tell a Story
Five Great Cities
Our Country's Northeastern Corner
An Industrial Highland
Where East and South Meet
The Geography Workshop
Living in the South

First Settlers in the South
Making the Maps Tell a Story
Regions Near the Atlantic Ocean
Land and People in the Central South
The Peninsula of Florida
The Southern Appalachian Region
Between the South and the West
Industries of the Western South
Between the South and the North
The Geography Workshop

Living in the Middle West

Settlers from East and South
Making the Maps Tell a Story
Great Food-producing Regions
Northern Crops and Forests
Manufacturing in the Middle West
Where the West Begins
The Geography Workshop

Living in the West

The Unknown West
Making the Maps Tell a Story
The Mountains and the Plains
Arid Lands between the Mountains
The Southwest
Through the Golden Gate
The Northwest
People and Resources
The Geography Workshop

Living in Northern North America

Northern Lands on the Globe
Making the Maps Tell a Story
Canada, Our Great Northern Neighbor
Alaska, a United States Territory
Making the Maps Tell a Story
A Trip to Alaska
The Geography Workshop

Living in Middle America

Our Near Neighbors to the South
Making the Maps Tell a Story
Mexico, Our Country to the South
The Countries of Central America
The Islands of Middle America
The Geography Workshop
Workshop for North America

Living in South America

Americans All, from Many Lands
Making the Maps Tell a Story
Countries of Tropical South America
Countries of Temperate South America
The Geography Workshop

Sixth Grade Geography: Geography of Lands Overseas

Table of Contents

Exploring Your World

What Do You Know About Your World
How Regions of the World are Related
The Progress of Civilization
The Earth Almost One Region

Industrial Western Europe

A Manufacturing and Trading Center
Manufacturing in Western Europe
Farming in Western Europe
Fishing in Industrial Europe
Industrial Europe and World Trade
Nations of Western Europe
Living in the British Isles
Living in France
Belgium and the Netherlands
Luxembourg, a Miniature Country
The Rhine River Valley

Living in Scandinavian Europe

Success under Difficulties
Looking at Scandinavian Europe
Natural Resources of Scandinavia
Sea Trade and Seaports
Other Scandinavian Homelands

Living in Central Europe

A Variety of Lands and Peoples
The Region of the North Plain
The Central Upland Region
Living in the Alpine Region
Middle and Lower Danube Regions
Living in the Balkan Region

Living in Mediterranean Europe
Warmer and Drier Lands
Using Natural Resources
Mediterranean Lands and Peoples

Living in Africa
Exploring the Continent
Living in North Africa
Southward from the Sahara
Living in Central Africa
Living in South Africa

Living in Southwestern Asia
Dry Plateaus and Fertile Lowlands
The People and Their Countries

Living in the Soviet Union
A Large Company with Many People
The Extension of Farm Lands
Industrial Expansion
Transportation and Trade

Living in Eastern Asia
Old Nations in a New World
China—an Old but Changing Nation
Living in South China
Living in North China
Lands Under Chinese Influence
Japan—an Island Nation

Living in India and Ceylon
Lands of Many Contrasts
Farming in India and Ceylon
Manufacturing and Trade

Living in Southeastern Asia
Jungles and Clearings
Lands and Peoples of the Penninsulas
Living in the East Indies
Australia and the Pacific Islands

Lands of Increasing Importance
Living in Australia and New Zealand
Living in Islands of the Pacific

Sixth Grade Geography: **Our America**

Table of Contents

Part 1. Years of Discovery
Part 2. Our America Begins
Part 3. The Early Years
Part 4. Liberty is Won
Part 5. Moving Forward
Part 6. Our States at War
Part 7. Many Inventions
Part 8. History's Progress

HISTORY TEXTS

Fifth Grade History: **The Story of Our Country**

Units of Study

Unit I. Our Country Before the White Man Came
   1. The Story of Geography
   2. The Story of the Indians
   3. The First White Men in America

Unit II. How White Men learned Geography
   4. The Map of the World Began to Grow
   5. Travelers Taught Geography

Unit III. America Was Found to be a New World
   6. Columbus Discovered a New World
   7. Sailors Furnished Proof of a New World

Unit IV. Nations Raced for a Share of America
   8. Spain led the Race for America
   9. France Tried to Get a Share of America
  10. England Came into the Race for America
  11. Colonial Life and Colonial Wars

Unit V. Americans Started a New Nation
   12. The English Colonies Became a Nation
13. The Colonists Won Their Independence

Unit VI. New Boundaries for the United States
15. West to the Mississippi
16. To the Rockies and the Gulf
17. The Road to Oregon
18. Texas Came Into the Union
19. The Winning of the Far Southwest

Unit VII. The United States Became a Strong Nation
20. The United States Defended Its Rights
21. The Nation Escaped Danger of Division
22. Important Inventions and Discoveries
23. Changing Ways of Travel
24. Inventions that Carry Messages and News

Unit VIII. Working for the Welfare and Happiness of the People
25. The Land has been Useful
26. Health and Education for all Americans
27. Women Helped in the Nation's Growth

Unit IX. The United States Today
28. The Nation Takes Part in World Affairs
29. The Story Goes on

Sixth Grade History: Great Names in American History

Units of Study

Unit I. Some Discoveries and Colonizers of the New World
  Columbus
  Captain John Smith
  Miles Standish
  William Penn

Unit II. Men Who Helped to Found the Nation
  Benjamin Franklin
  Samuel Adams
  Patrick Henry
  George Washington
  Alexander Hamilton
Thomas Jefferson
The Marquis De Lafayette
Charles Carroll
Israel Putnam
Nathan Hale
John Paul Jones

Unit III. Leaders of Westward Expansion

Daniel Boone
George Rogers Clarke
Lewis and Clark
Oliver H. Perry
Andrew Jackson
Sam Houston
John C. Fremont

Unit IV. Some Famous Names in the War Between the States

Henry Clay
Abraham Lincoln
Robert E. Lee
Ulysses S. Grant
Clara Barton

Unit V. Inventors Who Helped America

Bill Whitney
Samuel F. B. Morse
Alexander Graham Bell
Thomas A. Edison
Wilbur and Orville Wright
George Washington Carver

Unit VI. Americans and World Leadership

Theodore Roosevelt
Woodrow Wilson
Franklin D. Roosevelt

Sixth Grade History: Great Names in American History
Units of Study

I. Early Period

Alexander the Great
Julius Caesar
Charlemagne
King Alfred and the Cakes
King Alfred and the Beggar
Robert Bruce and the Spider

II. Period of Exploitation

Columbus
Fonce De Leon
De Sota
Henry Hudson
Peter Minuit
Captain John Smith
De Champlain
Marquette
La Salle

III. Period of the Revolutionary War

George Washington
Benjamin Franklin
Patrick Henry
John Paul Jones
Nathan Hale
LaFayette
Daniel Boone
Lewis and Clark
Robert Fulton
Eli Whitney
Andrew Jackson
Samuel Morse
Stephen Fuller Austin
Sam Houston

IV. War Between the States

Abraham Lincoln
Ulysses S. Grant
Robert E. Lee

V. Recent Years

Thomas A. Edison
Theodore Roosevelt
Henry Ford
Wright Brothers
Franklin D. Roosevelt

VI. War II Heroes

Dwight D. Eisenhower
Chester W. Nimitz
Douglas McArthur
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<td>Safari on Wheels (Sahara Desert, the Cameroons, the Congo and the Nairobi)</td>
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<td>Wheels Across Africa</td>
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<td>Wheels Across India</td>
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<td>America's High Spots</td>
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<td>Arizona--Its Mineral Resources and Scenic Wonders</td>
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<td>Carlsbad Caverns</td>
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<td>El Navajo</td>
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<td>Fiesta at Santa Fe</td>
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<tr>
<td>Source</td>
<td>Film</td>
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<tr>
<td>Golden Gate City</td>
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<td>Grand Canyon in Northern Arizona</td>
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<td>Let's See Chicago</td>
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<td>New England Holiday</td>
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<td>New York</td>
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<td>North Carolina, Variety Vacationland</td>
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<td>On the Trail</td>
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<td>Over the Mountains to the Pacific</td>
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<td>Rainbow of the Desert</td>
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<td>Redwood Empire Travel Thrills</td>
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<td>Scenic Resources in the Tennessee Valley</td>
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<td>Shenandoah National Park</td>
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<td>Southern Highlanders</td>
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<td>Texas--Its Natural Resources</td>
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<td>This is New York</td>
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<tr>
<td>Washington</td>
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<td>Wonders of the World</td>
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<td>University of Texas Film Library</td>
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<td>Nassau in the Bahamas</td>
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<td>New York--The Wonder City</td>
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<td>Ohio Travelog--Cincinnati</td>
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<tr>
<td>Old and Modern New Orleans</td>
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<td>Alaska</td>
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<td>Aloha</td>
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<td>Along the Alaskan Coast Line</td>
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<td>Hunters of the Great White North</td>
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<td>Land of the Chu Chin Chow--China</td>
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<td>Land of Mexico</td>
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<td>They Discovered America (Travelogue of entire United States)</td>
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<td>This Amazing America--Bus Tour of United States</td>
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<td>World Parade No. 2--Exotic Egypt</td>
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<td>The Amazon Awakens</td>
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<td>Mexico</td>
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<td>Earth and Its Seasons</td>
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<td>Four Seasons--Autumn</td>
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<td>Four Seasons--Spring</td>
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<td>Four Seasons--Summer</td>
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<td>Four Seasons--Winter</td>
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<td>When Winter Comes--Silent</td>
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<tr>
<td>When Winter Comes--Sound</td>
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</tbody>
</table>
Source

New York University Film Library

Film

Our Neighbors Down the Road
Mexico City
A Town in Old Mexico
One Day in Soviet Russia
The Cowboy
Great Lakes
Home on the Range
The River

Fifth Grade Geography

Texas State Film Library

North America
The Grain that Built a Hemisphere—Wheat
The Corn Farmer
Cotton Growing
Iron Ore to Pig Iron
Meat Packing
Lumbering in the Pacific Northwest
The Oregon Country
The Old South

South America
Chile
Brazil
Bolivia
Argentina
Peru
Venezuela
Central America
Mexico

Business Corporations and Government Bureaus

Empire on Parade
Oklahoma and Its Natural Resources
Texas—Its Natural Resources
Big Trains Rolling

University of Texas Film Library

Argentina (People of Buenos Aires)
Brazil (People of the Plantations)
Central America
Source

New York University Film Library

Film
The Day is New (Mexico)
Eskimo Children
French-Canadian Children
Good Neighbor Family (Latin America)
People of Mexico
People Who Live in the Arctic
People Who Live in the Desert
About Bananas
Alaska's Silver Millions
Making Shoes
Oil

Roads South
The Story of Canadian Pine
People of Canada
Americans All
Our Neighbors Down the Road
Pan American Bazaar
People of Two Worlds
Remnants of Frontier life, USA

SIXTH GRADE GEOGRAPHY

State Film Library

Hawaiian Islands
Introduction to Haiti
The Phillipine Islands
Porto Rico
People of Hawaii
Here is China
Russia—Development of Agriculture
Glimpses of Moscow and Urban Life

Business Corporations and Government Bureaus

Along the Great Silk Route
Bell
Belgium
Dutch East Indies
Father Nile
The Island of Yesterday

University of Texas Film Library

Introduction to Haiti
The Phillipine Islands
<table>
<thead>
<tr>
<th>Source</th>
<th>Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York University Film</td>
<td>Know Your Ally-Britain</td>
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<tr>
<td>Library</td>
<td>The Four Hundred Million-China</td>
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<td></td>
<td>Good Earth-China</td>
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<td></td>
<td>Land Builders-Holland</td>
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<td>New Earth</td>
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<td>One Day in Soviet Russia</td>
</tr>
</tbody>
</table>

**SIXTH GRADE GEOGRAPHY AND FIFTH GRADE**

**HISTORY FILM STRIPS**

| University of Texas Film       | A History of the American People--Discovery and Exploration |
| Library                        | A History of the American People--The English Settlement and Colonial Conflicts |
|                                | A History of the American People--The American Revolution |
|                                | A History of the American People--The Beginning of the American Nation |
|                                | A History of the American People--Establishment of the American Nation at Home and Abroad |
|                                | A History of the American People--The Rise of the New West |
|                                | A History of the American People--Expansion to the Pacific |
|                                | A History of the American People--The War for Southern Independence |
|                                | A History of the American People--The Country During Civil War and Reconstruction |
Source

A History of the American People--Mechanical and Industrial Expansion and Labor Unionization
A History of the American People--Political and Social Reform
A History of the American People--America as a World Power
A History of the American People--The United States in World War I.

Sixth Grade Geography

State Film Library

The Pilgrims
The Puritans
Early Settlers of New England
Colonial Children
Early Settlers of New England
Primitive America
New England, Yesterday and Today
Life in Old Louisiana
Kentucky Pioneers
The Oregon Country
The New South
Declaration of Independence
Give Me Liberty
Our Constitution
Our Monroe Doctrine
The Westward Movement
Territorial Expansion of the United States

Fifth and Sixth Grade History

Texas State Film Library

George Washington
Mr. President
The Presidents of the United States

Business Corporations and Government Bureaus

George Washington's Virginia
Our Constitution
Our Declaration of Independence
The Louisiana Purchase
Our Monroe Doctrine
Thomas Jefferson and Monticello
America Lives Again

Alexander Hamilton
Daniel Boone
Columbus

LIST OF SOURCES OF AVAILABLE FILMS

Source

Aetna Life Affiliated Films
Air World Education
Allegheny Ludlum Steel Corporation
Allis-Chalmers Manufacturing Company
Aluminum Company of America
American Automobile Association
American Brass Company
American Can Company
American Christian Palestine Committee
American Film Service
American Forest Products Industries
American Friends Service Committee
American Institute of Baking
American Institute of Steel, Incorporated
American Legion
American Petroleum Institute
American Potash Institute
American Red Cross
American Society of Bakery Engineers
American Telephone and Telegraph Company
American Walnut Manufacturers Association
Anthracite Institute
Antioch College
Armour and Company
Army Air Forces
Association Films
Association of Manufacturers
Atlantic Refining Company
Automobile Manufacturers Association
Bates Manufacturing Company
Bausch and Lomb Optical Company
Beautiful Caverns of Luray
Belgian Information Center
Bell and Zoller Coal Company
Source

B G Corporation
Big Bromley
Blue Cross Commission of the American Hospital Association
Bowman Dairy Company
Bray Studios
Breskin Publishing Company
Bureau of Mines Experiment Station
Bureau of Prisons
Bureau of Reclamation
Business Education Visual Aids
Calhoun Company
California and Hawaiian Sugar Refining Company
Canadian Pacific Railway Company
Carborundum Company
Case Company
Cast Iron Research Association
Castle Distributors Corporation
Champion Spark Plug Company
Chicago, Rock Island and Pacific Railway Company
Chicago Tribune Public Service Office
Civil Aeronautics Administration
Climax Molybdenum Company
Coco Cola Company
Conn Limited, C. G.
Culver Military Academy
Damrow Brothers Company
Davey Tree Expert Company
Denoyer-Geppert Company
De Vry Films and Laboratories
Do All Company
Douglas Fir Plywood Association
Du Pont Company
Eastman Kokak Company
Eberhard Faber Pencil Company
Eberle Tanning Company
Educational and Research Bureau for By-Products of Ammonia
Esso Marketeers
Farm Credit Administration
Ford Motor Company
Fostoria Glass Company
Franklin School of Science and Arts
Freeport Sulphur Company
French Press and Information Service
Fruehauf Trailer Company
Fulton Sylphon Company
General Electric Company
General Mills, Incorporated
General Motors Corporation
Glatfelter Company
Goodyear Tire and Rubber Company, Incorporated
Grace Line
Greek War Relief Association
Hammerhill Paper Company
Hart Schaffner and Marx
Haynes Stellite Company
Heinz Company
Homosote Company
Hooper Incorporated
Household Finance Corporation
Hydro-Electric Power Commission of Ontario
Illinois Education Association
Indiana University
Institute of Life Insurance
Institute of Visual Training
Interchemical Association
International Acetylene Association
International Association of Chiefs of Police
International Harvester Company
Interstate Oil Compact Commission
Irish Linen Guild
Johnson and Johnson
Johnson and Son, Incorporated
Kerr Glass Manufacturing Association
Lenox, Incorporated
Lincoln Electric Company
Linde Air Products Company
Louisiana Department of Wild Life and Fisheries
MacGregor Goldsmith, Incorporated
Mahogany Association, Incorporated
Mallinckrodt Chemical Works
Massachusetts Institute of Technology
Massoy-Harris Company
Metropolitan Life Insurance Company
Michigan Department of Conservation
Milwaukee Road
Minneapolis-Moline Power Implement Company
Minnesota Valley Canning Company
Modern Talking Picture Service
Mutual Orange Distributors
National Association of Manufacturers
National Bible Press
National Braille Association
National Conservation Bureau
National Federation of Shipping, Incorporated
National Fertilizer Association
National Foundation for Infantile Paralysis, Incorporated
National Garden Bureau
National Music Camp
National Retailers Mutual Insurance Company
National Society for the Prevention of Blindness, Incorporated
National Tuberculosis Association
Netherlands Museum
New Mexico State Tourist Bureau
New Zealand Location
Norfolk and Western Railway Company
Owens-Illinois Glass Company
Photoart Visual Service
Pittsburgh Plate Glass Company
Porter-Cable Machine Company
Prime Manufacturing Company
Princeton Film Center
Province of Quebec Tourist Bureau
Public Roads Administration
Ray-Bell Films, Incorporated
Redwood Empire Association
Remington Rand, Incorporated
Rhodes and Company
Rowland Rogers Picture Service, Incorporated
Rowland Rogers Picture Service, Incorporated
Royal Typewriter Company, Incorporated
Rural Electric Administration
Santa Fe Film Bureau
Shell Oil Company, Incorporated
Sinclair Refining Company
Sisalkraft Company
Smith and Sons Carpet Company
Society for Visual Education, Incorporated
Soil Conservation Service
South Bend Bail Company
South Bend Lathe Works
Southern Education Foundation
Southern Pacific Lines
Spaulding and Brothers, Incorporated
Sperry Gyroscope Company, Incorporated
Sportmen's Service Bureau
Standard Oil Company
State of North Carolina
Structural Clay Products Institute
Superior Coach Company
Swift and Company
Tanner's Council of America, Incorporated
Tennessee Valley Authority
Texas Company
Underwriters' Laboratories, Incorporated
United Air Lines
United Fruit Company
United Nations, The
United Service for New Americans, Incorporated
United States Children's Bureau
United States Coast Guard
United States Department of Labor
United States Forest Service
United States Maritime Commission
United States Public Health Service
United States Rubber Company
United States Secret Service
United States Steel Corporation of Delaware
University of California
Van Camp Sea Food Company, Incorporated
Venard Organization, The
Vermont Marble Company
Virginia Conservation Commission
Weather Bureau
Western Electric Company
Western Pine Association
Washinghouse School Service
Weyerhauser Sales Company
What's New in Home Economics
Willard Storage Battery Company
Wisconsin Conservation Commission
Wolff Studios
Wright Aeronautical Corporation
Wurzettel Film Productions
MOTION PICTURE FILMS ORDERED BY VISUAL EDUCATION DEPARTMENT
OF THE DENTON PUBLIC SCHOOLS IN 1948-49 FOR
SOCIAL STUDIES IN INTERMEDIATE GRADES

Film Titles

*Farm Inconveniences
   Before the Dr. Comes
   Yellowstone National Park
*Our Earth
   Arizona
*Our America
*Our Earth (Filmstrip)
*You and Your Clothes
   Modern Talking Picture Service
*Your Posture (Filmstrip)
   You and Your Health
*King Cotton
*Trees for Tomorrow
   Indians on Parade
   New York
*Horizons Unlimited
   Story of Our Flag
   This is New York
   Building of a Tire
   Empire on Parade
*Flag Speaks
   Yes, This is New Mexico
   Sheppards Take a Vacation
   America's High Spots
   Tom, Dick and Harry
   Football Parade of 1948
*Cavalcade of Texas
   Big Fish
   Story of Culture
   Washington, D. C.
*Sky Series (5 Filmstrips)

* Asterisk indicates that the school was able to borrow
this film; those unmarked were requested but the order was
unfilled.
Film Titles

*New York Calling
*Life in a Drop of Water
*Highway to Alaska
  African Pigmy Thrills
*Something You Didn't Eat
*Wings Over Latin America
*Navajo Indians
  Our Constitution
*Leaves
*Spoils of Conquest
*Oklahoma, Its Natural Resources
  Jet Propulsion
*Pan American Highway
  Our Declaration of Independence
  Harvest of the Years
*El Navajo
*Early Settlers of New England
*How Patrols Operated
*Robin Hood
  Native Africa
*Singing Wheels
  Ice Carnival
*Lest We Forget
*On Guard for Safety
*Christmas Carol (Filmstrip)
*Gift to St. Nicholas (Filmstrip)
  Ridin' Ropin', Rodeo
  Golden Gate City
  Sunshine Sking
  Eskimo Walrus Hunt
  Story of the Polar Regions
*Yellow Magic
*Hawaii
*Alaska
*Eskimo Arts and Crafts
*Jungle Yachts in Belgian Congo
*Eskimo Children
  While the City Sleeps
  Adventure Bound
  Trail of the Olympian
  Olympian Wonderland
  The Constellation
  Snow Fun
  Gallatin Gateway Honeymoon
*Westward to Sea
*Wheels Across Africa

* Asterisk indicates that the school was able to borrow this film; those unmarked were requested but the order was unfilled.
Film Titles

*Colorado Vacationland Supreme
Down by the Sea
*High on the Border
*Winter Wonderland
Abraham Lincoln
Story of Our Flag
Sahara
Thrills in Wildest Africa
Washington
*Invitation to a Nation
Father Nile
Story of the Jungle (Africa)
*Give Me Liberty
*Brazil
How Birds Feed Young
Aladdin's Lamp
Land of the Incas
Children of Switzerland
*Dawn Texas St. Fairway
*Thumbs Up, Texas
*No Time to Lose
*History of Texas (Filmstrip)
Winged Horizons
*Trees for Tomorrow
Panama Canal
*Texas-Its Natural Resources
*Rio Grande
*Birds of the Dooryard
The Sea
Wings Over Belgium
Dog Show
*Five Colorful Birds
*Let's Go Fishing
Sinbad Sailor
*Good-Neighbor Family
*India
*Birds of Woodlands
*Batting Stars of Baseball
Joe Lewis vs Billy Conn
Carlsbad Caverns
Alive in the Deep
Demons of Deep
Southern Arizona
Sport Thrills

* Asterisk indicates that the school was able to borrow this film; those unmarked were requested but the order was unfilled.
*Beach and Sea Animals
*Hansel and Gretel
In All the World
*Thomas Jefferson and Monticello
*Big Trains Rolling
Butterfly Botanist
World Series of '45
*Flowers at Work
*Mexican Moods
Mexico—Its West Coast
*Honey Bee
*Carlsbad Caverns
*People of Western China
*Children of China
Here is China
Mexico
*Mexican Children
Realm of Wild
Rumpelstilken (Filmstrip)
Wonders of the World
*Trog
Story of Our Flag
South American Vista
*Colonial Natural History Park
*Rural Life in Mexico
*Town in Old Mexico
*Mexico City
*Mammals of Rocky Mountains
*Mammals of West Plains
South America—Ancient and Modern
Fiesta at Santa Fe
Australia is Like This
*Wild Elephant Round-Up

* Asterisk indicates that the school was able to borrow this film; those unmarked were requested but the order was unfilled.
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Books

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