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To the Graduate Council:

I am submitting herewith a thesis written by Stephen M. Johnson entitled "Classification and Evaluation of Sound Motion Picture Films for Use in Teaching General Business in High School." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Education.

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CLASSIFICATION AND EVALUATION OF SOUND MOTION PICTURE
FILMS FOR USE IN TEACHING GENERAL BUSINESS
IN HIGH SCHOOL

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
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for the degree of
Master of Science

by
Stephen M. Johnson
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CHAPTER I

THE PROBLEM

The leaders in business education are constantly looking for ways of enriching the lives of boys and girls through the business department of the schools. Immediately after World War I, General Business training was added to the business education curriculum of the public high school. As boys and girls were dropping out of the schools and entering employment at an early age without completing their high school training, it was felt that some General Business training would assist these dropouts in earning a living.

The objectives of the General Business course have changed through the years. Some objectives of the course today are to serve as an introductory course to the business curriculum and to furnish information which all boys and girls need, whether they enter business as a vocation or not.

There is a constant effort on the part of business education teachers to improve their methods of teaching. It has been shown quite conclusively that the proper use of effective audio-visual aids has the following advantages:¹

1. Students learn more—appreciably more—than when they are taught in the traditional manner. For example, some studies have shown that students learn 20 to 30 per cent more when sound motion pictures are used.

¹Walter A. Kumpf, "The Business Teacher Looks at Visual Education," Review of Business Education (General Issue, 1947, Series No. 1 and 2, Oklahoma Agricultural and Mechanical College, Stillwater), pp. 3-6.

2. Students learn in less time.
3. Students retain more of what they learn—some cases 40 per cent more.
4. Students remember what they have learned for a longer period of time.
5. Students are motivated to participate to a greater extent in other classroom activities and to do more work on their own initiative outside of the classroom.
6. When students are learning specific techniques or skills, visual aids may reduce considerably the amount of individual instruction on the part of the teacher. In other words, visual aids make it possible to substitute to some extent group teaching for individual teaching.

The use of audio-visual instruction, as it is thought of today, is comparatively new. The production of films for use as a teaching device in the business subjects has been somewhat limited. However, there is a definite effort of producers to produce more and better films for use in business education.

The classroom teacher can do much to improve the quality and number of films for use in this field. Films are expensive to produce; and if teachers fail to use the films which are available, there will be less incentive on the part of producers to produce more films.

In many instances, teachers have been disappointed in the use of films. It has been difficult for them to know just where to find the right film at the right time. Consequently, the results have been nonuse of films or the ineffective use of films. In some cases, a poorly selected film may actually detract from the topics which are being developed.

Statement of the Problem

It was the purpose of this study to classify and evaluate sound motion picture films for use in teaching General Business in the high school. Each film was related to a topic in the outline for the General Business course.

Importance of the Problem

In 1940 there were approximately 410,891 students enrolled in General Business classes in the public high schools of the United States. General Business enrollment was surpassed only by typewriting (1,118,538 pupils), bookkeeping (661,320 pupils), and shorthand (603,581 pupils).²

Many classroom teachers in General Business are overloaded with duties. Often they fail or do not have time to search catalogues for films which will help materially in the development of topics in the General Business course outline.

In a study made by The American Council on Education, under the direction of Charles F. Hoban, it was concluded that visual aids should:³

²Earl P. Strong, "The Organization, Administration and Supervision of Business Education" (New York: The Gregg Publishing Company, 1944), p. 44.

³R. E. Slaughter, "War-Time and Post-War Use of Visual Aids," CEANY, Business Education in Transition, Fifteenth Yearbook, 1944-1945, pp. 180-185.

1. Correlate directly in type and content with the subject being taught.
2. Not entertain, but teach.
3. Implement other established teaching materials.
4. Make a direct contribution to the subject so as not to be a waste of time, money, and effort.

Limitations of the Study

Topics considered in this study were limited to the four adopted textbooks for General Business in Tennessee. An examination of the topics covered in the course outlines of several of the other states was made, and it was felt that the topics were so closely related to those of the General Business textbooks adopted in Tennessee that the findings could be used to advantage with any high school General Business textbook.

The study was limited to sound motion picture films. It was first planned to use filmstrips also, but the number was found so small that the original plan was altered to include only the sound motion picture films. It was felt that the sound motion picture films have outstanding possibilities and are not being as widely used as the older forms of visual aids, which have already established themselves as valuable teaching devices.

The films classified and evaluated were restricted to those listed in publications from January, 1945 to June, 1951.

Sources of Data

The data for this study were taken from the following sources:

1. Producers and manufacturers who make visual aids to disseminate information about their products.
2. Producers of audio-visual aids for educational uses.
3. State-adopted General Business textbooks for Tennessee.
4. Related studies.
5. Evaluation forms filled out by teachers who saw the films.
6. Magazines for business teachers, particularly the Balance Sheet, Business Education World, Journal of Business Education, and United Business Education Association Forum.
7. Distributors of educational films.
8. Companies which catalogue films.

Methods of Procedure

The organization of procedure in this study is as follows:

The first step consisted of listing the available sources of films from business education literature and requesting from these sources their lists and catalogs of films with description of films and related information. A copy of the form letter that was sent to the various sources is in the appendix.

The following index card was used to record information acquired on each film selected from business education literature and the film source catalogs.

Title _____			
Motion _____	Strip _____	Length _____	
Guide _____	No. in Series _____	Reels _____	
	Record _____	Minutes _____	
	Dialogue _____	Frames _____	
	Sug. Use _____		
Producer _____	Date _____	B&W _____	Color _____
Distributors: _____			

SP _____	Per S _____	Rtl _____	Free _____ Trans _____
Sources Mentioned BS _____		JB _____	
BEW _____	UBEA _____	Other _____	

The Title: The title line came first in order to facilitate sorting the films alphabetically.

Motion and Guide: To indicate whether film was motion and if a teacher's guide was available.

Filmstrip: This section was used to indicate whether the film was a stripfilm or a soundslide film, whether it was one of a series; and if so, how many films were in the series. A record with the film, a dialogue, or any accompanying material suggesting the film use was indicated here.

Length: This section was to indicate the length of the film. For the motion film, it was reels and/or minutes. For the stripfilm, it was indicated by minutes and/or frames.

Producer: The name of the producer with the address was indicated on this line if it was given.

Date: The release date of the film was indicated by the year.

B&W: This line was to indicate if the film was available in black and white print.

- Color: This line was to indicate if the film was available in color.
- Distributors: Several lines were reserved for distributors, as one film may have many distributors.
- SP: This space was to indicate the selling price of the film. If the film was available in both black and white, and color, the price was given first for the black and white, and second for the color print.
- Per S: If the filmstrip was one of a series and the price of the series was indicated, it was placed here.
- Rtl: The rental price was placed here.
- Free: If the film was free, a check was placed here.
- Trans: If it was necessary to pay transportation one or both ways, it was indicated here.
- BS: If the film was mentioned in the Balance Sheet, the month and year were indicated here.
- JB: If the film was mentioned in the Journal of Business Education, the month and year were indicated here.
- BEW: If the film was mentioned in the Business Education World, the month and year were indicated here.
- UBEA: If the film was mentioned in the United Business Education Association Forum, the month and year were indicated here.
- Other: If the film was mentioned in some other magazine or catalog, it was indicated here by listing the source. A list of other abbreviations is given in the Appendix.
- Back of Card: The back of the index card was reserved for a complete summary of the film as given in the different magazines or source catalogs. If summaries were found in more than one magazine or catalog, a code was used to indicate from which catalog or magazine the summaries were taken.

The next step was the preparation of a General Business outline or syllabus. The four adopted books for General Business in Tennessee were analyzed to determine the topics mentioned. The main units

appearing in each textbook were combined in an outline covering all main topics mentioned in all textbooks.

All the film index cards were then sorted alphabetically according to the main topics in the General Business outline. Summaries of the films were written, giving the release date, the time in minutes, the rental charge, the selling price, source from which the summary was taken; also, it was indicated if the film could be secured free or if a minimum transportation charge was made. The source from which the film could be bought or rented was given in the summary.

The next step involved the preparation of a suitable evaluation form. This was done by collecting many evaluation forms which had been used by leading schools of the nation and comparing the one which the investigator had compiled to see if any of the points for evaluating films had been omitted. This form was then shown to authorities in the field of audio-visual aids for criticism and revision. A sample of the evaluation sheet used appears in the Appendix.

A selected group of films were used from the Extension Department of The University of Tennessee. The films were screened for a group of business teachers. It was necessary for the investigator to schedule film previews in advance, in order to get an evaluating group and the facilities for showing the films. Each teacher was given a form to be filled out immediately after seeing the film. The teachers were also given a list of the topics covered in the General Business course outline to aid in recalling all units if the film seemed to fit other units. Preceding the screening, the investigator explained the points

on the evaluation form which were to be considered. Frequently discussions of the film were carried on immediately after the forms were collected.

Through these teacher evaluations the films were related to the General Business outline. Tables showing the teachers' reactions to the films appear in Chapter V.

Analysis of the Problem

This problem includes the following points, on which teachers of General Business in the high school may wish information before using the films in their classroom:

1. What has been the historical development of the sound motion picture film?
2. What are the physical characteristics of films?
3. What are the advantages of the sound motion picture film?
4. What are the disadvantages of the sound motion picture film?
5. How may films be selected?
6. What is a good film?
7. What are the best techniques for film use?
8. What is the status of films in business education?
9. What has been the historical development of General Business?
10. What are the objectives of General Business today?
11. When should General Business be offered in the high school, if only one year is offered?

12. If more than one year is offered, in what year or years should it be?
13. Who should teach General Business?
14. What teaching method should be used in General Business?
15. What films are available for General Business?
16. Where can the films be bought or rented or borrowed?
17. What are the selling prices or rental prices?
18. What films are free for transportation only?
19. What films have a teacher's guide which will accompany the film if ordered?
20. What is the length of the film?
21. How old is the film?
22. Is the film in color or is it a black and white print?
23. What is the film about?
24. What films are available for each unit?
25. Of the films available, which ones do teachers recommend?
26. How should the film be used in the unit?

Review of Related Studies

Gladish⁴ completed a study in 1950 on a classification of films and filmstrips in various areas of business education. The purpose of

⁴Florence V. Gladish, "The Analysis and Classification of Films in Business Education," (Unpublished Bachelor's thesis, The University of Tennessee, Knoxville, 1950).

this study was to analyze and classify the films available for use in teaching business subjects, except retailing, salesmanship, or distributive education. Gladish found 125 sound motion pictures, twelve silent motion pictures, twelve sound filmstrips, and fifty-three silent filmstrips available for use in teaching the business subjects. The investigator's study in General Business may be considered a continuation of the Gladish study. In each study film information was gathered and related to a teaching area in business education. Gladish used a different plan for listing and describing the films, and no evaluation of the films was made.

Parham⁵ completed a study in 1952 on a classification of films by units for Distributive Education in high school. The purpose of the study was to classify sound films and filmstrips for use in teaching Distributive Education. Each film was related to a unit in the Distributive Education Teaching Outline for the State of Tennessee. Parham listed 125 films as being available for units in the teaching outline and presented a review of forty-nine of the films. Parham's procedure for obtaining data concerning films was the same as this study. However, Parham personally previewed films and prepared detailed descriptions. In the present study evaluations were made by other teachers instead of providing detailed film descriptions.

⁵Robert Killen Parham, "Classification of Films by Units for Distributive Education in the High School," (Unpublished Master's thesis, The University of Tennessee, Knoxville, 1952).

Elbert⁶ completed a study in 1950 on a classification and correlation of films and filmstrips for use in teaching the topics found in four bookkeeping textbooks commonly used in Iowa high schools. The purposes of the study were:

1. To compile a listing of films and filmstrips suitable for bookkeeping instruction.
2. To determine the adequacy of this type of bookkeeping material.
3. To furnish general information regarding cost, sources and availability of such material.
4. To correlate the available film and filmstrip material with leading high school bookkeeping textbooks so that procedures may be suggested for using such material in classroom instruction.

Elbert found thirty-four aids which could be correlated with the topics in the bookkeeping textbooks. Of these thirty-four aids filmstrips outnumbered the films two to one, and only five of the thirty-four aids were on the market prior to 1947. Elbert's procedure was similar to that used by the investigator in locating the films and in the criteria used in evaluating the films. Elbert reviewed the aids and correlated them with the bookkeeping topics included in each textbook.

⁶Donald George Elbert, "A Critical Survey and Selected Correlation with Selected Texts of Film and Filmstrip Materials Used in the Teaching of Bookkeeping," (Unpublished Master's thesis, University of Iowa, Iowa City, 1950).

Ettinger⁷ completed a study in 1945 on projected visual aids in the field of business education. The study attempted to answer the following questions:

1. What are the existing visual aids (1945) for use in teaching business education?
2. How satisfactory for teaching are existing visual aids in business education?
3. What is the present status of classroom use of visual aids in business education in the City of New York Public Schools?
4. What is the present organization for the distribution of visual aids in business education?

Ettinger found at least fifty-four visual aids for use in teaching the business subjects. He also found that the skill building type of film used in connection with teaching shorthand, typewriting, and operation of office machines was especially useful in setting high standards of performance and in picturing manipulative operations in detail. In the New York schools Ettinger found that 92.6 per cent of the teachers never use projected visual aids. Ettinger's procedure was similar to that used by the investigator in locating the visual aids and having them previewed by teacher groups to determine their usefulness. Complete descriptions were compiled by Ettinger on the films which were evaluated.

⁷Clifford D. Ettinger, "Projected Visual Aids in Business Education," (Unpublished Doctor's dissertation, New York University, New York, 1945).

Gibson⁸ completed a study in 1944 in which he attempted to create scripts for 35 mm. slide films in four different fields of communication--telephone, telegraph, post office, and radio. Gibson also tried to fit the needs and understandings of a tenth grade high school student in Introduction to Business Course and to give an overview of those communication fields he needs in this class. Gibson found that the scripts when produced as slidefilms could be used with recent Introduction to Business textbooks and that the slidefilms give an overview of the subject areas covered. Gibson also found that the students of tenth grade level enjoy as well as gain value from the slidefilms. Gibson's procedure was first to make up a list of topics by which to check sources of information. A letter was written to businessmen in each of the fields of communication asking for their opinions of the topics which should be included in the scripts. Script outlines were prepared and then criteria were set up for writing the scripts. Gibson attempted to construct a suitable film for a topic in General Business while this investigator through teacher evaluations attempted to determine if certain films already constructed are suitable for units in General Business.

Organization of the Study

In the development of this research, the study was organized

⁸E. Dana Gibson, "Communication Sound-Slide Scripts," (Unpublished Doctor's dissertation, New York University, New York, 1944).

under six chapters.

Chapter I has presented the statement of the problem, importance of the problem, limitations of the study, sources of data, methods of procedure, analysis of the problem, review of related studies, and the organization of the study by chapters.

In Chapter II is found the historical background of films as they relate to business education.

Chapter III offers the background of General Business in the high school.

Chapter IV contains an alphabetical listing of films with data, source, and summaries.

Chapter V contains a General Business topic outline, with available films listed under each topic, and films evaluated with the evaluations.

Chapter VI contains a summary and recommendations.

CHAPTER II

FILMS AS A TEACHING DEVICE

Comenius, Pestalozzi, and Rousseau had visions of a new type of education which made more of nature and less of the printed page. Direct learning through observation was recommended to replace much of the vicarious learning through books. Again the pendulum swings in the direction of a more varied sensory learning, in which the eye and ear will employ new pictorial and verbal devices as aids for the learner to see from inside a bathysphere or through slow motion and microphotography to watch the most minute processes of plant and animal life.¹

Although such expressions as visual education, visual instruction, visual aids, audio-visual instruction, audio-visual aids, and visual sensory aids are of recent origin as far as professional literature is concerned, the method involved is very old. In fact, because it is both simple and natural, it is probably the oldest method of conveying ideas. Primitive man certainly learned to convey his thoughts by signs, facial expressions, and crude imitations long before he developed a vocabulary with which to express them orally. Primitive youth were taught to hunt, fish, swim, and protect themselves from enemies and the weather through observation and imitation.

¹Gerald Yoakam and Robert G. Simpson, Modern Methods and Techniques at Teaching (New York: The McMillan Company, 1948), p. 416.

Later came hieroglyphics or picture writing, and centuries later the many and varied forms of early alphabets which found their way successfully into clay tablets and papyrus.

Even in formalized education, visual aids have been used for centuries. Sand, boards, and slate, on which marks were made and diagrams were drawn, were the predecessors of the modern blackboard. Real objects and specimens have always been used to illustrate and inform. Trips were common in the ancient Greek schools, and these and other aids were recommended and used by Pestalozzi, Rousseau, Froebel, William Penn, Benjamin Franklin, Horace Mann, and many other great thinkers and educators and leaders. Nearly two centuries ago the British Museum encouraged the "people, teachers and children" to use its collection. As printing developed, there came reproductions of drawings, and in 1658 Comenius' "Orbis Pictus," the first illustrated textbook, followed in 1690 by the famous "New England Primer," which was used for more than a hundred years. With the invention of photography by Niepce and Daguerre in the nineteenth century and the development of modern engraving processes, the possibilities of utilizing illustrative materials in books and other forms for classroom purposes multiplied many times.²

²Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction (New York: McGraw Hill Book Company, Inc., 1940), pp. 4-5.

History of the Motion Picture

Two of the most recent visual and auditory aids to enter the educational field are the motion picture and the filmstrip.

By the end of the nineteenth century the invention of the essentials for the showing of motion pictures had been developed and were on the market. Niepce and Daguerre had developed the permanent photographs by 1833 and Edison and Jenkins' projectors were being used to show flexible films which were being produced commercially by 1895.

One of the first attempts at producing motion pictures was made by Leland Stanford late in the nineteenth century. He was interested in determining whether or not a certain horse actually raised all four feet from the ground at any time while it was traveling around the race track. Motion-picture cameras had not been invented, so several still cameras were placed side by side along a sector of the race track and separate pictures were photographed as the horse passed these points. The experiment was successful in answering the question, but a young engineer by the name of Isaacs was given the task of devising an apparatus which would produce a continuous record of the action of the horse. To him is credited much of the early development of the process for recording motion pictures. It was not until the last few years of the nineteenth century that pictures were produced which were even passably satisfactory for education or recreational use.

Although Edison's early dream was the utilization of the motion picture for educational purposes, motion pictures strayed far from that

purpose before they again returned to the educational field. The first intensive application of the motion picture to educational procedure was immediately before and during the first World War, largely for propaganda and general training purposes. Motion pictures were found to be so valuable during that period that the close of the war brought into existence many types of educational films and film producers. Henry Ford launched a production program covering large numbers of pictures for educational use, many of which were the best available at that time. The large industrial organizations had found motion pictures to be especially helpful within the organization and began preparing pictures which would be used to educate the public with respect to the functions and products of those organizations. Educational film producers sprang up in various parts of the country. The majority of those producers did not seek or receive the counsel of educational authorities, and many of the films produced were of little or no value in the school. The first use of the motion picture in schools was largely for the purpose of entertaining the student body.

The period of enthusiasm for the application of motion pictures to the instructional field, from 1914 until 1920, was followed by the extensive sale of equipment, largely upon the representation of enthusiastic salesmen that unlimited quantities of highly educational films would be available at little or no cost. The schools with the equipment soon found that the supply of films was not as extensive as had been represented and that many of the so-called educational films were not increasing pupil achievement to any measureable extent.

During the early period of enthusiastic use of educational pictures and the period of the slump which followed, certain experimental psychologists and educators had given attention to the possible uses of the motion picture in educational procedure. Experiments were conducted in various parts of the country by such pioneers in the field as Weber, Freeman, Johnson, Roach, McClusky, and others. It was found that there were certain definite values to be expected from the use of the proper type of motion picture, and these findings were instrumental in causing larger and more stable organizations to undertake the production of strictly educational films.

One of the first creditable moves in this direction was made by the Society for Visual Education with its science and geography films. The next major project was started by the Yale University Press when it began the production of the Chronicles of America Photoplays. These pictures were among the finest historical subjects ever produced and are used extensively by schools throughout the United States. The Yale production program was followed closely with the announcement by the Eastman Teaching Films to be produced and distributed by a subsidiary of the Eastman Kodak Company, an organization which had gained its financial strength through the development of the motion picture. Other producers came into the field, particularly those who were interested in producing industrial films of an educational nature—films which would give the true story of the various industries and their products to interested groups.

The development of the educational picture in the United States

was paralleled to a certain extent by similar developments in the European countries. Although the United States is the leading producer of motion pictures of all kinds today, there are many other nations which are applying the motion picture to educational problems in a very effective manner. It is not known how many motion picture projectors were in use among schools and community groups in Russia at the beginning of World War II, but reports indicate that many types of projected visuals were being used in that country more extensively than in any other.³

Schools and industry have pioneered in the use of the educational motion picture for teaching, sales promotion, and employee training. Although the motion picture was an established educational medium before World War II, the wartime use of the educational film created an unforgettable impact upon the American public. The Office of War Information and the Treasury Department blanketed America with war incentive films to stimulate production and sell war bonds. The Armed Services produced and used six times as much audio-visual material in the military training program as had been available for civilian education in all the years before the war. The United States Office of Education and private industry produced hundreds of films for wartime industrial and vocational training, and many of these films are used today for educa-

³Ellisworth C. Dent, The Audio-Visual Handbook (Chicago: The Society for Visual Education, Inc., 1942), pp. 101-104.

tional and training purposes. These wartime applications of the educational film gave it as great a test as an educational medium ever received.⁴

Characteristics of Films

In the United States there are three standard sizes of motion picture film:⁵ 35 millimeter, 16 millimeter, and 8 millimeter. The millimeter designation refers to the width of the motion picture film. The standard abbreviation for millimeter is "mm." The 35 mm. is used almost exclusively by the commercial entertainment theater; use of 8 mm. film is limited almost entirely to the home movies field. The 16 mm. has become the standard size of educational motion pictures. It is made from "noninflammable" acetate of cellulose (called "safety film") as contrasted with 35 mm. film, which is usually made from the less expensive but inflammable nitrate of cellulose. Both sound and silent 16 mm. film are available in black and white and in color. The sound on the film is recorded on the side in the space called the sound track.

A filmstrip consists of a strip of cellulose acetate (noninflammable film), 35mm., slightly over an inch wide and varying in length from 2 to 5 feet. The weight of a single strip packed for shipment is so slight that it can be mailed for 3 cents. The picture begins after

⁴Hoyt R. Galvin, Library Journal (A project of Audio-Visuals Committee of American Library Association), p. 6.

⁵Ibid., p. 5.

a short length of blank leader, which is provided at both ends of the filmstrip to facilitate threading into the projector. These pictures are all related to one topic and are organized in a definite order. Filmstrips are printed and projected on machines with sprockets similar to those used in motion pictures. Possibly the only point on frame size of importance to the average user is that, while the single-frame strips may be projected on any filmstrip projector, the double-frame strips can be used only in projectors designed for them. Filmstrips suitable for projection are distributed either with or without accompanying recordings.⁶

The silent film, the sound film, and the filmstrip have peculiar advantages and disadvantages. Ettinger⁷ stated the following concerning the advantages and disadvantages of the different films:

Advantages of the silent motion picture—

1. The silent motion picture increases the amount of learning which takes place.
2. It aids in the formation of proper word images.
3. It decreases the amount of time necessary for learning.
4. A large amount of material is retained longer.
5. The silent motion picture helps to clarify relationships.

⁶Vera M. Falconer, Filmstrips (New York: McGraw Hill Book Company, Inc., 1948), pp. 3-4.

⁷Clifford Ettinger, "Projected Visual Aids in Business Education" (Unpublished Doctor's dissertation, New York University, New York, 1945), pp. 5-12.

6. It promotes learning by increasing student participation in the learning process.
7. It stimulates interest in a subject.
8. It stimulates further reading upon a subject.
9. It provides valuable motivation for work to be done.
10. It reduces verbalism.
11. It isolates significant elements.
12. It presents masses of data in a dynamic way.
13. Where desirable it may be used to standardize learning processes.
14. By means of animation and slow motion photography it may be used to explain intricate processes.
15. The silent motion picture may be used for introducing a topic, for summarization, and for review.
16. The silent motion picture has a considerable degree of flexibility because the teacher may talk while it is being shown and so relate the film to the particular class lesson.

Disadvantages of silent motion picture--

1. Expense.
2. Inadequacy of silent pictures due to students' mental comparisons with Hollywood Sound Pictures.
3. In the Knowlton and Tilton studies it was shown that silent motion pictures decreased the students' learning of time relationships.
4. Improperly used, students regard it as a time killer.
5. Sound pictures cannot be shown on most silent projectors. Sound film cannot be run on silent projectors having sprocket teeth on both sides of the sprocket wheels. If sound film is used on such projectors the film will be ruined.

Advantages of the sound motion picture--

All of the advantages previously listed for the silent picture

are claimed for the sound motion picture. In addition, the sound picture is claimed to be more effective because it appeals to two senses, sight and sound simultaneously. As the commentary never varies, sound pictures are useful in teaching of procedures where standardization is of primary importance.

Disadvantage of the sound motion picture--

1. Expense.
2. Inflexibility. The sound track does not permit variations by the teacher to meet the needs of individual classes.
3. Improper use. The class may use it as a time-killing or entertainment period.
4. Susceptible to use for propaganda purposes.

Advantages of the filmstrip⁸--

1. In its ability to show succession or progression the filmstrip may provide a unique means of capturing some of the action and continuity the school journey or motion picture provides.
2. On the filmstrip are usually a unified collection of pictures on a single subject or unit of study. It can combine graphic with pictorial materials.
3. The filmstrip is considerably smaller in size than corresponding pictorial devices with a comparable number and variety of pictures. Storage space is much reduced.
4. Because the hazards of breakage are reduced to a minimum it can be made available easily to other teachers.
5. It may be made in color.
6. Its cost is much less than that of an equivalent collection of glass slides.
7. Filmstrip material is available in large amounts and can be prepared easily.

Disadvantages of the filmstrip--

1. Its brightness is much less than that of the glass slide. (However, it is extremely satisfactory for ordinary class use and

⁸Ibid., pp. 18-19.

the brilliance of the image may be much improved by the construction of a cheap single shadow box).

2. Film slides are ordinarily in fixed sequence, interfering with flexibility and adaptation to class use.

Film Selection and Use

Because the motion picture is education's most realistic projected aid, it is desirable that careful selection of films be made so that only materials pertinent to the curriculum reach the classroom screen. Essential to preliminary film selection are such guides and regular periodicals as the following:⁹

- Educational Film Guide and Supplements. New York: H. W. Wilson Company, Annual. \$2.
- The 1000 and One: The Blue-Book of Non-Theatrical Films. Chicago: The Educational Screen, Annual. \$1.
- Business Screen. Chicago: Business Screen Magazines, Inc.
- Educational Screen. Chicago: The Educational Screen.
- Film and Radio Discussion Guide. Newark: Educational and Recreational Guides, Inc.
- Film News. New York: The American Film Center, Inc.
- Film World. Hollywood: Ver Halen Publications.
- See and Hear. Eau Claire, Wisconsin: E. M. Hale and Company.
- Motion Picture Film Sources. Chicago: Bell & Howell Company.
- General Electric Motion Pictures. Schenectady, New York: General Electric Company.
- General Motors Film Catalog. New York: General Motors Corporation.
- United States Government Film Directory. Washington: U. S. Office of Education, Federal Security Agency.
- United States Steel Corporation Subsidiaries Film Catalog. Chicago: U. S. Steel Corporation Subsidiaries.
- Visual Aids for Retail Training. Woodbridge, New Jersey: Retail Training Bureau. \$1.
- Educator's Guide to Free Films. Randolph, Wisconsin: Educational Progress League. \$3.

⁹Robert E. Schrieber and Leonard Calvert, Building an Audio-Visual Program (Chicago: Science Research Associates, Inc., 1948), p. 103.

The average film library catalogue is helpful in gaining a general idea of the subject matter of any particular title, but there is seldom any critical appraisal of subject matter presentation or production quality. A completely frank, critical appraisal of the larger body of educational films is not extant. However, a study of approximately twenty authors concerned with the problem of selection reveals the following generally agreed upon criteria:

Film Objectives--

1. Purposes should be clear-cut and readily identifiable.
2. Objectives should be pertinent to the demands of the curriculum.
3. The film should limit itself almost entirely to the presentation of motion.
4. The film should be sufficiently limited in scope to permit adequate exploitation of the concepts contained therein.

Film Content--

1. Student interest should be appealed to in the presentation.
2. The subject matter should be accurate.
3. The film should be up to date.
4. The continuity should introduce concepts in the order of proper learning efficiency.
5. The vocabulary should maintain an age-level unity.
6. Sound and visual elements should have a professional quality.
7. The summary should stimulate students to discover new implications and induce further learning.

Having tentatively selected the films desired for a particular usage from one of the described guides or periodical listings or from one of the film library catalogues, the teacher should next preview

these films—a practice encouraged by progressive audio-visual directors. In previewing the teacher may not follow any such formalized selective method as has been outlined but may ascertain the general and specific appropriateness of a film for classroom use. The additional effect entailed by previewing is justified in the light of the increased effectiveness with which the teacher may present the film when the time comes.

The film to be used should be built into the curriculum as an integral part of classwork. It should not be considered a supplementary device. The film should be treated with the same respect as a laboratory experiment. Objectives of use, procedure of exhibition, and follow-up integration should be carefully planned in advance. Even if the teacher has already seen the picture, the film should be previewed again before presenting to the class. Especially helpful in crystalizing notions as to how the film may be integrated with class work is the timely Encyclopaedia Britannica Film, Using the Classroom Film.

Here are some suggestions for the effective utilization of films, given by Kappa Chapter, Delta Pi Epsilon, University of Michigan:¹⁰

Preview the film—A film cannot be evaluated apart from the use that is to be made of it. A teacher preview is necessary for an intelligent use of films as a teaching device.

¹⁰Excerpts from a Directory of Films Evaluations by Kappa Chapter, Delta Pi Epsilon, University of Michigan (Department of Vocational Education, University of Michigan, Ann Arbor, 1947).

Prepare the class for the film—Does the student know what he is to look for in the film? Employ any of a number of procedures to help the student understand what he is to look for. This will increase the effectiveness of the film as a teaching instrument.

Darken the classroom—Allow enough light to enter the rear of the room to allow taking of notes. This also helps to maintain discipline and makes it possible for the student to jot down questions and comments for subsequent discussion.

Show the film in the classroom—Going to the auditorium suggests a holiday from lessons. See what satisfactory results can be obtained by showing the film in your classroom, projected on a light wall if need be, and with enough light filtering into the room from a window in the rear to permit the taking of notes.

Show the film (or parts of it) more than once—Show as many times as necessary to accomplish the teaching purpose.

Follow-up the film with appropriate activities—Plan to make use of information gained from the film itself or of stimulation by the film on projects which will be worth while to the students.

Discuss the film—Discuss it with the class after it has been shown in order to bring out the major points. Do not be afraid to recognize weaknesses of film with students.

Remember that the film is to be used to assist you—It is not to replace you as a teacher.

Familiarize yourself with the procedures necessary for showing films in your classroom situation—If this means learning to operate the projector, learn to operate it.

Order films early—This is necessary to insure arrival of films at the time when proper use can be made of them.

Films in Business Education

It should be of interest for business teachers to know something of the value of films in business education, the number of films available, the extent of film use, and the outlook for films in business education.

It is needless to say that films have value in the teaching of business subjects, as films have proven themselves in other subjects in school, in industry, and in the Army and Navy training program.

Ettinger¹¹ stated the following concerning the value of projected visual aids in business education:

The major conclusion of this study is that projected visual aids have definite instructional value. This conclusion is based on an analogy with other subjects, informed opinion, and a small body of research. Its significance is that visualization probably will expand the areas of instruction in business education and increase the amount of individual learning. It may bring about major curriculum revision, changes in teacher-training methods, and class equipment. It may broaden and modernize the whole approach to business education and vitalize many present teaching methods.

Ettinger¹² found that there were at least fifty-four visual aids (1945) for use in teaching the business subjects. The fifty-four visual aids were classified in subjects and subject areas as follows: One in business English, 7 in consumer education, 2 in duplicating machines, 5 in guidance, 2 in insurance, 4 in introduction to business, 2 in mail service, 1 in communication unit, 2 in office machines, 12 in typewriting, 2 in voice writing machines, 3 in salesmanship, 3 in shorthand, 1 in stenotype, 2 in telephone service, 1 in thrift and budgets, and 4 in miscellaneous.

The success of the World War II training program with films gave a boost to the production of films for training purposes in industry and schools.

¹¹Ettinger, op. cit., p. 334.

¹²Ibid., 322.

Sister M. Speciosa¹³ reported in 1950, twenty-one typewriting motion picture films and three filmstrips. This gives approximately 100 per cent increase in typewriting films available in 1950 as compared with the number available in 1945.

Donald George Elbert¹⁴ stated that of the thirty-four films and filmstrips reviewed in his study in 1950, only five were on the market prior to 1947. If comparable percentages of increase in the number of films available in the other business subjects exist, it seems safe to assume, counting those produced by industry, that many films are available for business subjects.

That films are not being used extensively by business teachers and others is verified by producers of films who are going bankrupt, distributors of films, and research on the use of films.

Ettinger¹⁵ found in the business departments of New York Public High Schools in the fall of 1944, that none of the departments made frequent use of the projected visual aids, 7.4 per cent designated occasional use, 92.6 per cent never use projected visual aids.

¹³Sister M. Speciosa, "Audio-Visual Aids in Teaching Typewriting," The Balance Sheet, 31:214-15, January 1950.

¹⁴Donald George Elbert, "A Critical Survey and Suggested Correlation with Selected Texts of Films and Filmstrips Materials Used in the Teaching of Bookkeeping," (Unpublished Master's thesis, University of Iowa, Iowa City, 1950), p. 102.

¹⁵Ettinger, loc. cit.

W. A. Ashbrook¹⁶ stated in 1948 the following concerning the use of the educational film:

In spite of the value of educational films and their worth as proved by the Armed Services, most of our school leaders are still apathetic. At least 40 per cent of grade and high schools don't use films at all and many of the remainder use them very little. Only eleven states have Audio-Visual programs, and only three are requiring that teachers know how to use films.

Business education literature indicates that among the major reasons for films not being used as extensively as they should be are the following: lack of films produced for the business teacher, buildings are not properly equipped, school leaders have been slow to get financial support from school boards, and teachers have not been trained to use films.

Gibson¹⁷ stated that less than thirty per cent of business education aids were produced commercially--that is, as a commodity to be vended to teachers on its own merits, for private profit. There are several reasons why more films have not been produced for the business teacher and foremost among the reasons is that the producers do not know what the teachers want and on the ones they have produced many have taken a loss because the films were not being used by the business teachers. Among the industry sponsored films, many have value in business education, but it is necessary for the business

¹⁶W. A. Ashbrook, "Audio-Visual Aids in Business Education," Modern Business Education, 15:16, November 1948.

¹⁷E. Dana Gibson, "You Have a Stake in Audio-Visual Aids," Business Education World, 32:276, February 1952.

teacher to screen the films for selection before showing them to the class.

The business teacher should use the films available in order that the producers can produce more films, and if the school administrators see that a teacher is doing a good teaching job with what is available, the needed financial support from the school board will likely be provided.

Gibson¹⁸ stated that in the spring of 1951, when 100 producers of films were consulted in regard to films in process of production, 50 reported and approximately one-third of those who reported had films in process of production which should be of interest to business teachers.

The producers reporting films in process were the following:

Bell Telephone Company
The City College of New York
Coronet
Dictaphone Corporation
Encyclopaedia Britannica, Inc.
Films Research Associates
The Gregg Publishing Division of the McGraw-Hill Book Company,
Inc.
Informative Classroom Picture Publishers
John Hancock Life Insurance Company
Keystone Productions, Inc.
McGraw-Hill Book Company, Inc.
Stillfilms, Inc.
Teaching Aids Exchange
Teaching Film Custodians
The Twentieth Century Fund
Variety Merchandiser Publications
Young American Films, Inc.

¹⁸ Loc. cit.

Gibson¹⁹ stated the following as to the steps for teachers of business and others interested in audio-visual aids for business education:

In closing, let us all remember that until the producer is sure of a large enough market for any aid he may produce, he will naturally hesitate or refuse to produce it. It behooves us, as business teachers, not only to determine areas of need but to agree on a body of knowledge for these areas so that producers will have a reasonably large market. Then it is up to us to purchase or rent these aids in sufficient quantity for our dollars to support the producers' efforts.

¹⁹Ibid., p. 277.

CHAPTER III

GENERAL BUSINESS IN THE HIGH SCHOOL

In order that General Business may be better understood today, it is essential that the past and present objectives, curriculum problems, the teacher, and the methods of teaching be considered.

Objectives

General Business is a subject added comparatively recently to the high school curriculum, as it was not known before World War I.¹

An examination of the objectives of the course in the high school shows that it has passed through two phases and is at present in the early stages of a third phase.

The first phase of development might be considered vocational or preparatory stage for the business student. The second period was exploratory or guidance phase for the business student. The present emphasis is upon social-economic activities of all high school students, business and academic.

Walters² in 1942 stated something of the initiation and early aims of the course in General Business:

¹Benjamin R. Haynes and Harry P. Jackson, A History of Business Education in the United States (Cincinnati: South-Western Publishing Company, 1935), p. 79.

²R. G. Walters, The Business Curriculum, Monograph 55 (Cincinnati, Ohio: South-Western Publishing Company, 1942), p. 11.

A little over twenty years ago, the need for an elementary course in business began to be discussed. At that time many students, upon finishing junior high school, were able to secure jobs in stores or offices. In towns which did not have a junior high school, it was found that many students dropped out of the regular high school to take business jobs at the end of the ninth or tenth year. These dropout students secured jobs as messenger boys, cash boys and cash girls in department stores, wrapping clerks, file clerks, and clerks in other "junior" jobs that required no knowledge of bookkeeping or shorthand..

Teachers who were interested in the elementary course in business believed, at first, that the course should prepare possible dropout students for the junior jobs that were open to them.

The early objectives of elementary business training have been set forth in the New York State Syllabus of 1925:³

1. To fill a long felt need for a type of elementary business training for beginning business pupils, eliminating the temptation to bring down the more advanced commercial subjects.
2. To teach in an elementary way business practice and business principles.
3. To prepare all commercial pupils better for the work of the first year in bookkeeping.
4. To serve as a medium for teaching vocational information, good business habits, order and system.
5. To help keep in school pupils who would otherwise drop out because of lack of interest.
6. To give a better training to those pupils who must leave school for those elementary business positions in which young persons invariably make their start in the business world.

Harold Cohen⁴ stated in 1939 that two of these aims had been

³Syllabus in Commercial Subjects for Four-Year High Schools (Albany, New York: State Education Department, 1925), pp. 28-29.

⁴Achievements in Commercial Contributions of Research 19th Yearbook, 1938-39, of CEANY, p. 85.

completely discarded.

In business training the attempt is no longer to make school interesting through the use of one particular subject, nor is the assumption made that the completion of a course in business training will be the "Open Sesame" to first year bookkeeping.

Cohen⁵ stated in 1939 the present objectives of the course concisely, "to give the commercial student an opportunity for exploratory and tryout experiences under a teacher." Since the vocational aim has been minimized, this course opens the field of choice to a student. He may at the conclusion of a year elect to enter a field of specialization; that is, accounting, stenography, or merchandising and salesmanship.

The Hayden⁶ study of 1951, which lists the opinions of business educators regarding major issues in business education states the primary objectives of General Business thus:

The primary purpose of general business in the high school should be to provide both general education for all students and prevocational education for those students who intend to prepare for initial positions in business at the high-school level.

If business education is to attain both objectives, general business should be revised inasmuch as there is at present too much emphasis on the development of skills and techniques. These skills and techniques would be of little value to any student other than a business student. On the other hand, the skill and techniques are often of such a nature that they are meaningless even to the business student when presented early in the business program. If general business is to be of value to all students, the emphasis should be upon developing an understanding of those

⁵Cohen, loc. cit.

⁶Carlos K. Hayden, Major Issues in Business Education, Monograph 75 (Cincinnati, Ohio: South-Western Publishing Company, 1951), p. 57.

economic concepts that are basic to a democratic society; that is, those knowledges that are needed by all people just to live in a democratic society.

Curriculum Problems

In many of the high schools the curriculum is already crowded with subjects, consequently, when a course in general business for all students is considered as an additional offering, it creates problems. Many of the business departments offer social-business subjects, in addition to the skill subjects, in the upper grades of high schools. A problem is created as to how and when to offer a course in general business education for all students. Some educators think that such a subject or subjects should be offered by departments other than the business, for example, the social studies.

Walters⁷ makes the following statement concerning this subject:

How much time should be devoted to the study of general business depends, of course upon the range of subject matter covered. As no two textbooks are alike, either in size or range of topics included, it is impossible to make a statement regarding time which will hold good in all cases. Ordinarily, one year is devoted to general business, although a number of schools devote a single semester The following statement taken from an official publication of the New York State Education Department represents the opinion of many business educators not only in New York State but throughout the United States: Introduction to Business (the name used in New York) is a ninth-year subject and in schools organized on the 8-4 plan it should be placed definitely in the ninth-year program. Eleventh and twelfth-year pupils should not be permitted to elect this subject.

⁷Walters, op. cit., p. 12.

Alan C. Lloyd⁸ states the following concerning how and when a course in general business should be offered in the high school:

For the majority of schools, therefore, the only solution that can guarantee an adequate program of general business education for all students is the comprehensive course, a course that covers all the essential topics of general business education and is required of all students. In order to be available to all students who can and should profit from this instruction, the course should be offered at the high tide of student enrollment—probably in the ninth or tenth grade.

In addition to the junior general business course which would be offered in the early high school period, some educators think that a course of advanced general business should be offered.

Enterline⁹ makes the following statement concerning a course in advanced general business:

An advanced general business information course, open to all students, should be offered in the upper grades of the secondary school. At the present time this business information is available largely only to those who follow one of the business curriculum concentrations.

General Business Teachers

In the past it has been the custom in many cases for administrators to assume that anyone on the staff was capable of teaching

⁸Alan C. Lloyd, "General Business for Secondary Schools," Sixth Yearbook of The National Business Teachers Association and The Eastern Business Teachers Association, 1949, p. 320.

⁹H. G. Enterline, Trends of Thought in Business Education, Monograph 72 (Cincinnati, Ohio: South-Western Publishing Company, 1951), p. 12.

general business. It might be a teacher of the skill subjects or any teacher who had a light schedule in one of the other departments.

Freeman¹⁰ stated the following concerning the qualifications of skill subject teachers to teach a course in general business:

There seems to be general agreement that while most business teachers are relatively expert in presenting the specialized vocational business subjects, some are not quite as proficient in teaching the general business subjects. This situation is understandable in terms of the development of business education. The business teacher-training institutions have in the past concentrated most of their attention on preparing their graduates to become specialists in teaching the vocational business subjects. Consequently, many experienced business teachers have not received much preparation to teach the general business subjects.

Some differences of opinion exist among school administrators as to which teachers are best qualified to teach a separate course or courses in general business education for all students. Some administrators think that such a course or courses could best be taught by business teachers, some by social studies teachers, and others by home economics teachers.

Hayden¹¹ found the following in a study among school administrators relative to opinions on which teachers were best qualified to teach a course or courses in general business education for all students:

If general business is to be made available to all students in a separate course, it should be taught by the business teachers. Although the business educators who responded to this question were in complete agreement, many commented that "at least the business

¹⁰M. Herbert Freeman, Basic Business Education for Everyday Living, Monograph 74 (Cincinnati, Ohio: South-Western Publishing Company, 1951), p. 12.

¹¹Hayden, op. cit., p. 64.

teacher should be the best qualified." Others commented that they were "usually the best prepared but not always." Still others qualified their responses with the statement, "if trained for it; not if trained only for shorthand and typewriting."

Methods in Teaching General Business

Educational authorities agree that there are three outcomes of teaching: knowledges, skills, and ideals or attitudes. In a sense, knowledge is the basic outcome because both ideals and skills are dependent upon knowledge. In general business, a student cannot develop desirable ideals about money unless he knows certain facts about money. In typewriting, the student cannot develop skill unless he knows certain facts about his machine and its operation.¹²

Tonne¹³ stated that there were two primary ways of teaching: (1) the authoritative method, essentially a teacher-centered procedure and (2) the developmental method, which emphasizes student activity.

The traditional method of teaching had many characteristics of the authoritative method. It must not be assumed that the traditional methods were entirely wrong, because many features of the traditional method are used today with success.

Essentially, the traditional or authoritative method implied a

¹²R. G. Walters, Methods of Teaching Commercial Subjects, Monograph 43 (Cincinnati, Ohio: South-Western Publishing Company, 1939), p. 5.

¹³Herbert A. Tonne, Estelle L. Popham, and M. Herbert Freeman, Methods of Teaching Business Subjects (New York: The Gregg Publishing Company, 1949), p. 360.

plan of instruction uniform with all members of the class. The teacher assigned a certain number of pages with questions and problems to work out. The next step was recitation by the students. The lecture was used in many cases. In textbook assignments little thought was given to divisions of work into units. The main objective was to cover the textbook during the semester. The fortunate ones "passed." The unfortunate ones were either "lazy" or "stupid," and were meted out punishment in order to remove their laziness, or were penalized by "failure" for being stupid. This method of teaching was the easy method. It required little knowledge of psychological principles, little teaching ability, and little teaching effort.

Recently, recognition has been given to differences in capacity of students. If the greatest good is to come to the individual and society, there must be adjustment of methods to suit the capacities of students.

The Federal Office of Education in its survey of secondary education has found many different plans based on the recognition of individual differences. Two of these plans, Morrison and Contract, seem applicable to business education and would be considered as developmental plans for teaching.

The following are the chief characteristics of the Morrison plan:¹⁴

1. The recognition of individual differences of students.

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¹⁴Walters, op. cit., Monograph 43, pp. 16-22.

2. The belief that the main outcomes of teaching are attitudes and skills.
3. The substitution of "mastery" of subject matter for passing grades.
4. The division of subject matter into logical teaching units rather than arbitrary lesson assignments.
5. The recognition of a teaching cycle.

The Morrison plan seems well adapted to the teaching of general business. Mastery is determined largely by whether the student has readjusted himself as a result of studying a unit; in other words whether his "attitude" has changed. Certainly logical units for study are better than arbitrary lessons limited by a certain number of pages or problems. This plan recognizes a teaching cycle which consists of the following steps taken by teacher and students: (1) Exploration, (2) Presentation, (3) Assimilation, (4) Organization, and (5) Recitation.

The Contract plan has the following characteristics:

1. Recognition of individual differences.
2. Laying out of definite units of work to be completed in a specified length of time.
3. Use of guide sheets for students to follow in completing the contracts.
4. Grading scheme based on one grade for doing a minimum assignment and successively higher grades for completing additional assignments.

The recitation method handicaps the bashful or slow student and develops in him an inferiority complex; at the same time it leads the superior student to overestimate his own abilities. The contract plan eliminates these undesirable characteristics of the recitation plan by furnishing units of work of varying lengths and difficulty for students of unequal ability. In using this plan, provision should be made for class discussion when a contract is completed and a new one is initiated. All work required for a certain grade must be satisfactorily finished to entitle the student to receive that grade. The uncertainty which exists regarding the essentials of the contract plan limits the extent of its use.

The developmental plan, which emphasizes student activity is characterized by the teaching by units and through the following procedures: demonstration, discussion and conversation, projects, notebooks, student outlines, debates, current events, term papers, reading outside the textbooks, field trips, and assignments.

Gladys Bahr¹⁵ states these as teaching methods and techniques:

1. Collecting materials from government and business.
2. Using library materials.
3. Emphasizing current events.
4. Preparing notebooks.
5. Caring for the bulletin board.

¹⁵Gladys Bahr, Improved Methods of Teaching the Business Subjects (Cincinnati, Ohio: South-Western Publishing Company, 1945), pp. 76-82.

6. Contacting the community.
7. Reporting by committees.
8. Using audio-visual aids.
9. Giving individual reports.
10. Discussing problems in class.

Tanne¹⁶ stated the basic principles to be followed in achieving more worth-while instruction in basic-business education as follows:

1. The teacher plans all teaching around an important and fairly large unit of learning, such as insurance, buying, or banking.
2. In each basic learning unit, a few central ideas are to be thoroughly mastered by the students.
3. The teacher must be sure that students understand the importance of the subject and have as much intrinsic motivation as possible.
4. The teacher proceeds from the very simple to the more difficult. In so doing, he keeps arithmetic figures in round numbers, and uses simple illustrations at the beginning. In every lesson, he goes back to the fundamental concept to be mastered; but, as a result of repeated learning of the basic concept in many different situations, at least the fundamental idea will be retained.
5. The basic-business teacher uses a variety of procedures. He minimizes mere telling-and-showing procedures and emphasizes student activity. He must be sure, however, that the activity contributes to the attainment of the simple objective already decided upon.
6. He develops a test in terms of the simple ability or concept to be mastered. He should not glorify the memorization of picayune facts at the expense of fundamental ideas.
7. The teacher must be sure that the material to be mastered in every unit is made meaningful to the students in terms of its relation to other units of learning. The extent to which students can take the idea mastered in one unit and apply it in others is possibly the best evidence of mastery.

¹⁶Tanne, Popham, and Freeman, op. cit., p. 388.

8. The basic-business teacher teaches less more thoroughly. He avoids busywork for the sake of mere busy work. He does not "throw the book" at the students.

Since October, 1947, the Business Education World has printed, monthly with the exception of a very few months, a plan of teaching general business. This plan is known as the Q-SAGO plan. This plan has in outline form questions on a particular unit, subject matter to cover, activities to perform, goals, and outcomes. The following unit is adapted from the January issue of Business Education World in 1950.

UNIT: BUYING LIFE INSURANCE

Leading Questions

Expressive Activities

Group I: Understanding Service Nature of Business

What is insurance? How has it come into existence? What different kinds of insurance are there? Why is insurance a service? How do insurance companies operate?

Poster giving definition of insurance found in various textbooks. Display of kinds of policies. Chart showing benefits of different kinds of policies. Report how any one insurance firm operates.

Group II: Recognizing Place of Business in Community

How is insurance bought in our community? Who sells it? For how long has that agency been in business? If there were no local agency how could you get insurance? What is an insurance counselor?

Map showing location of agency offices or territories of representatives of any one firm? Chart showing years in business of local agencies? Poll on number of policies, and types, held by parents for selves and on students; from whom purchased.

Group III: Understanding Our Interdependence

What are benefits of insurance to family? salesman? person who is insured? insuring company? Would your neighbors hope your family is covered by insurance? Should the welfare agencies care?

Visitor, "The right insurance program for average family in our community." Diagram, division of money we pay as premium for insurance. Skit, "I Sold a Million-Dollar Policy." Dramatization, "In the Days before Insurance."

Group IV: Understanding the Consumer Position

Who regulates the rules by which insurance is sold? Why are regulations needed? What legislation has reduced the need for some kinds of insurance? How does the sale of insurance affect its cost? Is it better to insure with a stock or a mutual insurance company? How much insurance should our fathers carry?

Graph on cost of insurance at ages 15, 20, and 25. Report on insurance nature of Social Security. Interview to learn how laws control insurance. Reviews of pamphlets from Life Insurance Institute. Diagram comparing mutual and stock company insurance plans. Posters overdrawing nature of benefits, with truthful challenges indicated.

Group V: Sharing Explorations in Vocations

Who besides salesmen work in an insurance office? What are their duties? hours? salaries? routes of advancement? What are the divisions of a big insurance firm?

Chart of jobs in an insurance firm. Diagram of managerial organization of an insurance firm. Visit to insurance office. Demonstration of writing shorthand, emphasizing vocabulary of insurance.

Group VI: Improving Our Personal Skills

Are spelling (terms), arithmetic (computating rates), penmanship (filling out applications) important in insurance work? Who needs skills most—office workers or salesmen? Do we have these skills?

Contest in using (from duplicated sheets) insurance tables and computing insurance rates. Spelling Contest, in writing, as a test of both penmanship and spelling. Panel on "Personal Tools in Insurance—Buying or Selling."

Group VII: Improving Our Personal Characteristics

What personal traits do you expect in your insurance visitor? the agency manager? the switchboard operator? How important is reputation? appearance? sincerity?

Personality ratings to determine member of class "most likely to succeed" as a salesman, etc. Sudden inspection on good grooming factors. Essay contest on "The Insurance Job for Which I Could Qualify."

Purposes of Unit: The primary purpose is to guide the students in the development of a tentative life insurance program based on what they now estimate their earnings will be. Through a study of this unit, the students will achieve a second purpose: the understanding of the fact that, and of the reasons why, protection insurance should be separated from savings insurance.

Start with What They Know—Some students may have a general understanding of life insurance. A quick test will reveal to the students what they do know and what they do not know. Another opening might be the use of a film that describes life insurance.

The Unit Activities—The activities must be spread so that each goal is touched upon.

The Unit Outcomes—There are two kinds of outcomes to be expected from this unit. The first is related to the general goals of all Q-SAGO units and listed in the outline. The second type of outcome is concerned with subject matter. A student may not be an insurance expert, but he should certainly have learned enough about insurance to know that there are different kinds of policies and that he and his family should constantly review their policy purchases to ascertain that they are buying the right kind of insurance. The student should not be made suspicious of insurance. He should want it—but discriminately.¹⁷

¹⁷Kenneth J. Hansen, "Activities for a Q-SAGO Unit on Life Insurance," Business Education World, 30:237-38, January 1950.

CHAPTER IV

FILMS FOR GENERAL BUSINESS

Business administrators and teachers recognize the values of the sound motion picture as a teaching aid, but many reasons are given by them as to why visual instruction is not a part of their school. Among the most common reasons given for the nonuse of films are the following: the expense, the difficulty of obtaining films, and the problems of getting a suitable film as to quality and relation to the particular teaching situation.

Among the purposes of this study is that of helping General Business teachers to become more familiar with what films are available in the field, their suitability, costs, and sources. This listing of films for General Business consists of two types of films: the industry sponsored and the strictly educational film. Many of the industry sponsored films are free rental. The cost of this type of film usually does not exceed the mailing charges both ways, and often the film may be had for the return mailing charges. The educational film may be had for a nominal rental charge in most cases. Some films can not be rented, and others can not be bought.

Sources of Film Information

The information about this listing of films for General Business were obtained from the following sources: (1) businesses which produce

films to inform the public about their products or services; (2) educational film producers; (3) magazines for business teachers, particularly The Balance Sheet, The Journal of Business Education, Business Education World, and United Business Education Association Forum; (4) companies which catalog films; and (5) departments of business education.

Films are distributed in different ways. Some films are distributed by companies set up for that purpose with branches in principal cities. Many industry sponsored films are available only from the industries themselves. The state university film libraries and other regional film libraries handle all types of films.

Description of Films

In order that a particular film may be located quickly in this listing, the films are alphabetically arranged by title. An asterisk (*) in the left margin indicates that the film has been previewed by a group of business teachers, and their evaluations of the film are given in Chapter V.

Pertinent data about each film follow the title in the following order: year of release¹; running time in minutes; nature of the print (if color is not indicated, it is available in black and white only); rental (free rental means mailing charges only); selling price (the

¹If year of release was not available in the descriptions used, the date was obtained from Educational Film Guide (New York: The H. W. Wilson Company, 1951).

black and white cost price precedes the color); guide; film summary (sources of summary are given in abbreviated form and the key to the abbreviations is in the Appendix); unit number and title, taken from the General Business outline of topics; rental source (the complete address is in the Appendix); purchase source (the complete address is in the Appendix).

"A" FOR ACHIEVEMENT - 1949 - 10 min. - \$10 rental

This film presents Tim, a student at Alexander Wilson High School, who was not too happy when he drew the subject of the savings banks for his term paper in his civics class. Tim had hoped for something with the high polish of fire engine or the mystery and adventure surrounding a newspaper. Tim decided to do some research on the subject of the savings banks. He learned how savings banks differ from other banks, how they have withstood the test of time, and how they have helped to develop thrift into an American habit. Tim also discovered that the banks invest the money entrusted to them in carefully selected mortgage loans, public enterprises, and responsible private industry. (BS Ja-50) (Unit VII-Banking)

The Savings Bank Association of the State of New York

ADVENTURES IN TELEZONIA - 1949 - 17 min. - Color - Free rental

This film presents a little boy who has a serious problem—he has lost his dog, is all alone at home, and doesn't know how to use the telephone. Along comes a little telephone gnome who takes him to Telezonia, where he learns how to use the telephone correctly and is able to find his dog. (EPS) (Unit III-Communication)

Association Films, Incorporated

AIR EXPRESS

This film shows the development of transportation, its effect on business and life and on consumer. (DES) (Unit II-Transportation)
American Express Company - Try local company

AIRPORT, THE - 1948 - 11 min. - Free rental

This film portrays the activities of a large, busy airport. Instructions are radioed from the control tower to incoming planes; giant airliners land and take off; passengers purchase tickets; food is prepared in the airport kitchen for each flight; baggage and mail are made ready; and a private pilot charts his trip and submits his flight plan. (EPS) (Unit II-Transportation)

Civil Aeronautics Administration

AIR POWER IS PEACE POWER - 1948 - 27 min. - Free rental

This film shows some of the operations of scheduled air carriers. It presents the flight characteristics of the Constellation and some of the extensive testing through which this new type of carriers was put during its development. (EPS) (Unit II-Transportation)

Civil Aeronautics Administration

AIR POWER IS PEACE POWER - 1949 - 31 min. - Color - Free rental

This film shows the growth of air transportation from the early flights of the Wright Brothers to the present-day luxury flights in the new type Constellation four-engined aircraft. Captain E. V. Rickenbacker is the commentator. (EPS) (Unit II-Transportation)

Eastern Airlines, Incorporated

AIR TRANSPORTATION - 1946 - 11 min. - Free rental

This film presents the whole field of occupations in the air transportation industry, from the highly trained flight and mechanical personnel to the clerical jobs which take but a small amount of instruction to train its members satisfactorily. The requirements and training necessary to qualify for the positions of pilot, meteorologist, and flight dispatcher are covered, as are the responsibilities which accompany their jobs. (EPS) (Unit II-Transportation)

Civil Aeronautics Administration

AIRWAYS OF THE FUTURE - 1944 - 12 min. - \$3 rental \$50 sale

This film shows how an incredibly complex global network of air routes was built and how the airways of war shaped the airways of peace, linking together the remotest corners of the world. The U. S. Army's Transport Command, to which America's Commercial Airlines supplied much of the know-how and personnel during World War II, pioneered many of the new airways of today. Scenes of the actual training and activities of the ATC personnel and impressive shots of obscure air terminals make this film one of exceptional interest. (MTFF) (Unit II-Transportation)

March of Time Forum Films

AMERICAN MIRACLE - 1945 - 18 min. - Color - Free rental

This film illustrates in simple terms how a typical job is actually set up and operated on a "balanced" mass production basis. To most people, the words "mass production" bring to mind visions of thousands of automobiles, tanks, or refrigerators pouring off long assembly lines. Actually, the story of mass production starts long before assembly is ever reached. (EPS) (Unit I-Business Relationships)

General Motors Corporation

AMERICAN PORTRAIT - 1940 - 10 min. - Free rental

This film emphasizes modern advantages enjoyed by people because of the pioneer of all ages, the salesman. Past generations of her family seem drab and uninteresting to a vivacious young girl until Grandfather (a retired life insurance agent, played by Alan Ladd) makes her see the glamor of 100 years of pioneering. All the modern mechanical marvels and electrical comforts and conveniences are accepted as everyday privileges until she realizes the full significance of the faith, hope, and work of the men who sell and who educate the public to accept higher standards of living. It shocks her to appreciate that folks once were leery of a "new-fangled gadget" like the old kerosene lamp. (MTPS) (Unit VIII-Buying)

Modern Talking Picture Service

APPROVED BY THE UNDERWRITERS - 1948 - 30 min. - Free rental

This film show actual tests of products used every day by persons in all walks of life—products upon which people rely for everyday safety. It shows how the tests are conducted and why some devices pass and others fail. (EPS) (Unit VIII-Buying)

Bureau of Communication Research

BACK OF EVERY PROMISE - 1948 - 30 min. - Free rental

This film portrays the part that correspondent banks play in the movement of raw materials to factories, to distributors, and to eventual users of finished products. It shows bank credit at work and explains the collection and payment facilities of banks used by people everywhere.

The story is told by Sam Smith, a country banker. The picture opens as Mar, a young Midwestern farm hand, receives a letter from his wife in Stockholm. Mar takes his problem to George Atwell, his employer, and together they hurry into town to see Sam Smith, Atwell's banker, to explain to him the need for raising money and getting it to Mar's wife in Sweden in less than two days. As Mar and Mr. Atwell watch Mr. Smith pick up the telephone and arrange to transfer funds immediately to Mar's wife, their wonder as to just what banks do is answered by the story which Sam Smith unfolds to them. (BS Ma-49) (JB O-50) (Unit VII-Banking)

Continental Illinois National Bank and Trust Company of Chicago

BACK TO SCHOOL - 1949 - 20 min. - Color - Free rental

This film explains in detail a Bates back-to-school promotion. The emphasis is on promotion rather than selling techniques, from the origin of the idea to the completion by the store. It demonstrates the success of integrated promotions at national and retail levels. (EPS) (Unit I-Business Relationships)

Bates Fabrics, Incorporated

*BANKS AND CREDIT - 1948 - 10 min. - Color - \$2 rental - Guide

This film shows how an individual's transactions relate to the bank's extension of credit. It points out the part credit and banks play in the economic life of a community. The film illustrates how credit is created, how it is transferred, how it serves the community, and how both time and demand deposits help supply the funds behind credit. (BEVA) (UTEK) (Unit VII-Banking)

University of Tennessee Extension

BEAUTY FOR KEEPS - 1944 - 29 min. - Free rental

This film gives information on where wax is found in the animal, vegetable, and mineral kingdoms; the primary function of wax in nature; and applications. Protective housekeeping is the major objective of this film. (MTPS) (Unit VII-Buying)

Modern Talking Picture Service

BEFORE YOUR TELEPHONE RINGS - 1948 - 17 min. - Free rental

This film presents a telephone installation. The film touches on the activities, not only of the installer but also of the business office, directory people, plant assignment, central office, supply service, construction work, accounting operations, and information service. The film emphasizes that for any installation much more must be done behind the scenes than meets the customer's eye. (EPS) (Unit III-Communication)

Bell System Telephone Offices

BEHIND YOUR RADIO DIAL - 1948 - 26 min. - Free rental

This film presents a documentation of the people, organization, and operations that make possible NBC's radio and television programs. Various scenes of NBC's early broadcasts are shown. H. V. Kaltenborn narrates the NBC newsroom sequence; and the operations of various other NBC departments, including Guest Relations, Communications, Mail, and Information are shown. A Schwerin test audience is pictured, and Ben Grauer explains how the Schwerin system of testing programs helps to improve the productions. (EPS) (Unit III-Communication)

Modern Talking Picture Service

BIG DAY, THE - 1946 - 17 min. - Free rental

This film shows four girls joining the ranks of telephone operators and how they quickly learn to appreciate the importance of their jobs under the guidance of their associates, instructors, and Miss Weeks, the Chief Operator. The film ends with a strong statement of the spirit of service that exists among the operators in the telephone organization. (EPS) (Unit XIII-Business Ethics)

Bell System Telephone Offices

BOOK OF BOOKS - 1939 - 10 min. - Free rental

This film portrays the interesting combination of mechanical and hand operations which go into the production of the world's most widely read book, the Bible. (EPS) (Unit I-Business Relationships)
National Bible Press

*BOOKKEEPING AND YOU - 1947 - 11 min. - B&W and Color - \$2 rental -
\$45 (B&W) \$75 (Color) sale - Guide

This film portrays each student's reason for taking bookkeeping in a typical high school class. Harry Winslow is taking the course because he assists his father, who is a grocer, after school and on Saturdays. The scene shifts to the grocery store where Mr. Winslow explains to Howard how he uses the cash register tapes, sales slips, check stubs, and invoices as immediate records of the store's transactions. He also explains the nature of his permanent records—the daily record of transactions and the periodical reports.

In like manner, the film portrays the value of this type of training for those who plan to be nurses, filling station operators, beauty parlor operators, and farmers; those who will keep personal and family records; those who, as stenographers and secretaries, will be expected to keep personal or company records for their employers; those who want to be bookkeepers or accountants; those who plan to enter some branch of government service; and those who want to be intelligently informed as citizens and voters. (BS S-47) (Unit IX-Record Keeping)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

BUDGETING—MANAGING THE FAMILY INCOME - 1941 - 38 min. - Free rental

This film shows how an ordinary family makes a plan for spending their income. Some of the points emphasized are the necessity for living within one's income, preparation of a budget, how to evaluate a budget, and ways to avoid the common mistakes made in budgeting.

(BS Mr-48) (Unit X-Thrift and Savings)
Modern Talking Picture Service

BUILDING AMERICA'S HOUSES - 1947 - 12 min. - \$2 rental - \$45 sale

This film shows how the house-building industry operates. It illustrates why costs are high and pictures new techniques that may provide better homes at lower cost. Mass production is emphasized as an important factor in building homes at a low cost. (BS Ma-48)
(Unit XI-Investments)

University of Tennessee Extension for rental
Encyclopaedia Britannica Films, Incorporated, for purchase

BY THEIR WORKS - 1949 - 45 min. - Color - Free rental

This film stresses the point that General Electric is made up of people and that the company will stand or fall "by their works." The point is emphasized that what is true for General Electric is true for all industry. It tells something about each major department of the company. (EPS) (Unit XIII-Business Ethics)

General Electric Company

CAPITALISM - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W)
\$90 (Color) sale - Guide

This film gives an introduction to some important aspects of the capitalistic system. It presents conflicting opinions of people, each showing what this system means to him. The scene is laid in a broadcasting studio where a group of high school students are gathered for a radio forum. Before they go on the air, the students discuss some of the various meanings of capitalism. The broadcast itself begins when the town treasurer explains what he understands capitalism to be. He asks a few questions that are intended to introduce the discussion among the students. To arouse discussion, the film ends with the forum chairman looking at the camera and asking the question, "What is capitalism?" (BS Ja-49) (BEVA) (Unit I-Business Relationships)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

CARAVAN - No date given - 19 min. - Free rental

This film tells the story of the General Motors "Parade of Progress." The film follows the caravan on its travels and includes scenes of homes of the past, present, and future; the story of the evolution of power; a kitchen unit that freezes and fries at the same time. (EPS) (Unit I-Business Relationships)

General Motors Corporation

CHALAMPE BRIDGE, THE - 1948 - 15 min. - Color - Free rental

This film presents the reconstruction of a large bridge over the Rhine. It was an unusually dangerous task due to the presence of mines. The commentary is in English. (EPS) (Unit II-Transportation)

French National Railroads

CHECK AND DOUBLE-CHECK - 1945 - 15 min. - Color - Free rental

This film shows how the check snatcher and forger work. It then effectively presents the specific steps that should be followed to prevent loss: first, by those who receive checks through the mail and, second, by those employed in business who cash checks for customers. Those who frequently become victims and innocent accomplices of these

criminals are storekeepers, hotel clerks, auto service station attendants, and department store clerks. (BS Mr-46) (Unit VII-Banking)

Aetna Casualty and Surety Company

*CHOOSING YOUR OCCUPATION - 1949 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film assumes that each student in the audience is seeking vocational guidance. The counselor, therefore, talks directly to the audience much of the time. He recommends that in looking for a job the student investigate: (1) his own interests, abilities, and mental make-up, and (2) the preparation required, the working atmosphere, and the opportunities for advancement in the jobs that interest him. (BS S-49) (EFG) (Unit XV-Guidance)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

*CONSUMER PROTECTION - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This is a realistic film in which the buying habits of two families are contrasted. The White family thinks of bargains chiefly in terms of price; Mr. and Mrs. King are interested in buying wisely even if it means paying a little more. In selecting the goods they buy, Mr. and Mrs. King make use of the many services supplied by government agencies, private testing companies, and consumers' laboratories. They realize the importance of reading labels on the articles they buy. They know how to interpret these labels and where to look for further information if the labels do not tell all they want to know. (BS N-48) (JB S-48) (Unit VIII-Buying)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

DATELINE TOMORROW - 1946 - 19 min. - Free rental

This film illustrates the various finishes for aluminum--mechanical, chemical, electrochemical, electroplated and organic; and their application to aluminum products is shown. The picture discusses these finishes briefly but is not a how-to-do-it film. It was designed to acquaint those interested in the varied finishes for the metal. The reasoning behind each finish is explained. (EPS) (Unit VIII-Buying)

Aluminum Company of America

DIAL COMES TO TOWN - 1946 - 20 min. - Free rental

This film portrays the different attitudes of persons to a change in the type of service rendered by a service business. As the picture opens, Gramps has just learned that the telephone company is planning

to install dial service in his community. His adverse attitude about anything new is not shared by other members of his family or his friends, who agree that the new dial service will be an advantage. Representatives from the telephone company speak at a meeting to give some of the background of the change to dial service and to demonstrate proper dial usage. Gramps finds the new service to his satisfaction. (EPS) (Unit III-Communication)

Bell System Telephone Offices

DIAL COMES TO TOWN (Short Version) - 1948 - 10 min. - Free rental

This film opens with a meeting of townspeople in a community that is to be changed from manual to dial telephones. At this meeting representatives of the telephone company conduct demonstrations and supply information about the new method of operation. (EPS) (Unit III-Communication)

Bell System Telephone Offices

*DISTRIBUTING AMERICAN GOODS - 1945 - 12 min. - \$2 rental - \$45 sale

This film uses animated drawings and direct photographs to show why it costs as much as it does to distribute America's goods. Sequences are devoted to the distribution costs of the producer, the wholesaler, the retailer, and transportation costs. The film shows how 50 cents of each purchase dollar helps pay for the distribution of the goods. A sequence indicates the ways in which distributors and customers can co-operate to reduce distributing costs. (BS F-48) (Unit I-Business Relationships)

University of Tennessee Extension for rental

Encyclopaedia Britannica Films, Incorporated, for purchase

DOUBLE DUTY - No date given - 11 min. - Color - Free rental

This film covers the wide application of caterpillar track-type tractors, bulldozers, and motor graders in snow removal work. Allied tools, such as the Traccavator, Mobiloader, Athey Force Feed loader are also shown. The film is a sales film. (EPS) (Unit II-Transportation)

Caterpillar Tractor Company

*DRIVING ECONOMICALLY - 1951 - 17 min. - \$1.75 rental

This film familiarizes the new driver with the relationship between certain driving practices and the cost of operating and maintaining a motor vehicle. Excellent film for all drivers. (UTEK) (Unit II-Transportation)

University of Tennessee Extension for rental

DUTIES OF A SECRETARY, THE - 1947 - 30 min. - \$3 rental - \$52.50 sale - Guide

This film opens with Barbara Hayes just being employed as secretary of George Harman, a real estate broker. At the beginning of the story Barbara receives instructions and information from the departing secretary regarding the routine of the office. That evening as Barbara is reviewing the notes she has taken in her secretarial course, she falls asleep and dreams of her first day at the office. In this dream she does everything wrong, and the off-stage voice of a teacher reminds her of the correct techniques and procedures of secretarial practice. The next day at the office Barbara discharges her duties in a competent manner.

The important "do's and don'ts" of many secretarial duties are portrayed. Among the points emphasized are those pertaining to dress, office security, business confidence and secrets, dictation, etiquette, mail handling, filing procedure, calendar control, and telephone technique. The importance of tact, initiative, and other traits is stressed. (BS N-47) (Unit XV-Guidance)

University of Tennessee Extension for rental

National Educational Films, Incorporated, for purchase

EARNING MONEY WHILE GOING TO SCHOOL - 1950 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film serves as a guide for students who are interested in doing part-time work while in school. (JB Mr-50) (Unit XV-Guidance)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

***EVERYDAY COURTESY - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide**

This film presents courtesy in action. When your students attend a school exhibit on courtesy, they will learn that such supposed formalities as written invitations and replies and proper introductions, such phrases as "Please" and "Thank You," really add up to the friendliness and thought for others which make each person's life more enjoyable.

(JB S-48) (Unit XIV-Personality)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

FACES AND FIGURES - 1948 - 28 min. - Color - Free rental

This film gives the story of hardwood veneer and hardwood plywood and its use in modern living. It shows the felling of trees, and trees being sawed into logs, the various steps in the manufacture of the veneer, its assembly into hardwood plywood, and its wide variety of uses in furniture, radio, television, pianos, office furniture, and sports equipment. (EPS) (Unit VIII-Buying)

Veneer Association, The

FARMER'S TELEPHONE - 1946 - 27 min. - Free rental

This film explains what the Bell System has done and is doing to expand and improve farm telephone service. Descriptive scenes and animation illustrate the story. Points covered include the installation of 200,000 farm telephones during the war years; new construction methods and materials, and plans for extending the present lines; service improvements for rural lines; a brief description of the possibilities of the power line carrier and radio telephone service for farms. (EPS) (Unit III-Communication)

Bell System Telephone Offices

FEDERAL RESERVE SYSTEM - 1950 - 15 min. - \$3 rental - \$70 sale - Guide

This film graphically explains the purpose and functions of the Federal Reserve System. It shows how the System, growing naturally out of a national need, was devised to meet certain economic conditions. It covers the period from the money panic of 1907 through World War II, emphasizing historical high spots in the system's development as well as important contributions made by several national leaders. (UTEK) (Unit VII-Banking)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

FEDERAL TAXATION - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film lucidly outlines personal and corporation income taxes and taxes on luxuries and special services . . . graphically relating each to the basic question of (1) How do we pay taxes? (2) Why do we pay taxes? and (3) What do we get for our tax money? (CIF) (Unit I-Business Relationships)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

***FILING PROCEDURES IN BUSINESS - 1950 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide**

This film bridges the gap between theory and practice by showing a typical filing system in action. Here students will see a large, efficient central filing system functioning as an integral part of a well-run business organization. Through this positive approach to the subject, correct procedures are set firmly in mind. (CIF) (Unit IV-Filing)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

FINDING PEOPLE FOR PRODUCTS - 1947 - 10 min. - Free rental

This film briefly tells the story of city marketing. It outlines the various types of consumers who make up the market for the products of industry. (WVBE) (Unit VIII-Buying)

United States Rubber Company

FLAME FOIL FOR CANVAS PROTECTION - 1948 - 20 min. - Color - Free rental

This film describes the thousands of uses to which cotton goods are put. It shows the effect of natural agencies in destroying cotton goods and means of protecting them against these forces. (EPS) (Unit VIII-Buying)

Philadelphia Textile Finishers, Incorporated

FORMICA STORY, THE - No date given - 40 min. - Free rental

This film tells the story of a laminated plastic—how it is made, and where and how it is used. It shows the methods by which the material is manufactured and close control methods used in production; the impregnation of paper, cotton asbestos, glass, and wood with therm-setting resins and the curing of these laminations into homogeneous sheets, rods, and molded forms. (WVBE) (Unit VIII-Buying)

Formica Company, The

FRED MEETS A BANK - 1947 - 11 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film illustrates and explains some of the functions of a bank. It tells the story of how Frederick Marshall, Jr., opens a savings account. When Fred visited the bank, he not only learned how to open a savings account but he also had the opportunity to see how the safety deposit boxes were handled, how a loan was secured, and how much work was involved in handling each customer's account. (BS Mr-48) (Unit VII-Banking)

Ideal Pictures for rental

Coronet Instructional Films for purchase

FROM BRISTLES TO BRUSHES - 1949 - 30 min. - Free rental

This film presents the manufacture of brushes. Sources of bristle, hair, wire, fiber, and cotton, as well as their careful processing after arrival and their fabrication in intricate mechanical operations are included. (WVBE) (Unit VIII-Buying)

Castle Films

GENERAL MILLS TODAY - 1948 - 16 min. - Color - Free rental

This film reviews the company's twenty years of progress and expansion with the products, facilities, and company personnel as a supporting cast. Figures from the company's 1947-1948 income statement and balance sheet are brought to life by means of stop-motion photography. (EPS) (Unit IX-Record Keeping)

General Mills, Incorporated

GIFT OF TS'AI LUN--PAPER, THE - 1946 - 33 min. - Color - Free rental

This film sets the historical background with scenes depicting the invention of papermaking and transitory scenes showing early writing materials. A complete and comprehensive story of the modern papermaking process follows, as practiced by the Hammermill Paper Company, from northern woodlands to the printing shop. (WVBE) (Unit IX-Record Keeping)

Hammermill Paper Company, The

GOLFER, THE - No date given - 20 min. - Color - Free rental

This film shows how the McGregor Golfer Jacket is made and, in showing its many uses, features golfing and many other sports activities. (WVBE) (Unit VIII-Buying)

Doniger and Company, Incorporated, David D.

GROWTH OF CITIES - 1942 - 11 min. - \$2 rental - \$50 sale

This film calls attention first to the natural influences affecting the location and growth of cities--harbors, water courses, raw materials, and climate. Describes with animated maps the gradual growth of American cities from trading centers to modern metropolitan areas. Outlines current trends in city development and points out the advantages of decentralization and careful city planning. (EBF) (Unit I-Business Relationships)

Ideal Pictures for rental

Encyclopaedia Britannica Films, Incorporated, for purchase

HELLO, BUSINESS - 1949 - 20 min. - Color - Free rental

This film brings some scenes from the lives of Ed Baker, a business executive, Doc White, a physician, and Joe Allen, a newspaper man. It shows how Dictaphone Electronic Dictation with Telephone Recording entered their lives and how it helped them handle their business and professional activities. (WVBE) (Unit IX-Record Keeping)

Dictaphone Corporation

HERE IS TOMORROW - 1942 - 35 min. - \$4.50 rental - \$60 sale

This film explains and dramatizes the accomplishment and scope of co-operatives throughout the United States. It shows some of the various types of businesses owned and operated by the co-operatives. Some of the businesses shown are grocery stores and warehouses, fertilizer factories, insurance businesses, service stations, refineries, pipe lines, and oil wells. (BS N-48) (Unit I-Business Relationships)

Co-operative League of the United States of America

HERITAGE FOR VICTORY - 1945 - 19 min. - Free rental

This film tells the history of Western Electric Company from its beginning in 1869 as a small model shop, run by two young men, to its present position. (WVBE) (Unit I-Business Relationships)

Bell System Telephone Offices

HIAWATHAS ARE ROLLING - 1949 - 24 min. - Color - Free rental

This film shows exteriors and interiors of the various Hiawatha trains and the routes traversed by them. The trains included are the Chicago-Twin Cities; Chicago-Northern Michigan; Chicago-Northern Wisconsin; Chicago-Omaha; and Chicago-Seattle and Tacoma. The film includes some very good scenery, particularly along the route of the Olympian Hiawatha through the Pacific Northwest. (EPS) (Unit II-Transportation)

Milwaukee Road, The

HIDDEN WORLD, A - 1949 - 26 min. - Color - Free rental

This film tells the story of engineering in action—how industrial engineers and engineering are behind everything we use and enjoy in our daily living. (EPS) (Unit XV-Guidance)

Allis-Chalmers Manufacturing Company

HIGHWAYS AHEAD - 1947 - 20 min. - Color - Free rental

This film shows the deterioration of the country's highways during World War II. It points out the importance of building a first-class network of roads and offers suggestions as to how they may be realized. (EPS) (Unit II-Transportation)

Caterpillar Tractor Company

HOW A WATCH WORKS - 1950 - 20 min. - Color - Free rental

This film uses a large scale model to show how the many precision parts of a good watch work. Most of us take a watch for granted. We wind it, set it, and never worry unless it fails to keep good time. (EPS) (Unit VIII-Buying)

Association Films, Incorporated

HOW BANKS SERVE - 1950 - 10 min. - Free rental

This film explains the following three basic functions of commercial banks: (1) safeguarding funds, (2) transferring funds, and (3) making loans.

The action starts and ends at the family dinner table, giving the film story simplicity and unity. A light touch in the surprise ending adds good humor to the presentation. At dinner one evening, Joe Miller expresses doubt that he would ever have much use for bank services. Susan Miller, a few years out of high school, doesn't feel that way now since she started working. She has opened a savings account to protect her savings.

The film explains how a person should save, why he should save, and the ways in which a bank helps people save successfully. Mrs. Miller then takes up the subject of checking services of banks. She mentions the use of checks in running a home. She tells Joe that he'll be needing a checking account of his own soon, maybe at college. The film develops the use of checks in paying safely, keeping records, and getting receipts. Mr. Miller then talks about bank loans. He shows how bank credit helps him in his own store to make profits through the financing of seasonal needs and lending for modernization and repair. Loans to buy equipment and home appliances, personal loans, and other types of bank credit are presented as examples of bank lending service. (ABA) (Unit VII-Banking)

American Bankers Association—Try local bank

*HOW TO BE WELL GROOMED - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film emphasizes the importance of good grooming. The story centers around Don and Sue, two young people whom anyone would look at and want to know. The film shows how Don and Sue improve their personal appearance through constant attention to good grooming habits. It demonstrates the following four factors necessary to make a good appearance: (1) good health, (2) good posture, (3) cleanliness, and (4) neatness. The film also emphasizes that friendships and business success depend to a great extent on personal appearance. (BS Mr-49) (Unit XIV-Personality)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

*HOW TO KEEP A JOB - 1949 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film carries an important theme for vocational guidance, for business education, and for all young people and most adults. Job success is dependent upon more than a wise selection of a vocation, more than the right attitude toward work itself, more than the wise selection of a particular position. Although all of these are important,

job success means getting along with fellow-workers, attitude toward the company, and several other factors which this film explains vividly in the context of a fascinating story. (JB O-49) (Unit XV-Guidance)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

ICE KING'S CHALLENGE, THE - 1949 - 11 min. - Free rental

This film describes the ice storms that crippled telephone communication in five states of the Southwestern Bell territory in January, 1949. Actual scenes show the damage to the telephone plant and how the emergency was met. Other scenes show how the Western Electric Company met the urgent demand for large amounts of telephone supplies. (EPS) (Unit III-Communication)

Association Films, Incorporated
Bell System Telephone Offices

*IMPROVE YOUR HANDWRITING - 1949 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film presents Eddie Miller and shows how he can improve his handwriting by observing others and taking into consideration such factors as posture, manner of holding the pen, correct slant, alignment, and line quality. (JB Mr-50) (Unit IX-Record Keeping)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

*INSTALLMENT BUYING - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film presents young Dr. Harris who has just gone into private practice and who needs new furniture for his waiting room but cannot afford to pay cash for it. His experience in buying the furniture on installments demonstrates some of the pitfalls of installment buying and encourages students to make a complete investigation of installment credit, contracts, and interest rates before making purchases in this way. Before Dr. Harris buys the office furniture on credit, he considers the following three questions: (1) Is the article worth buying on the installment plan? (2) Can I afford it? (3) Am I getting the best installment terms? (BS Ja-49) (JB N-48) (Unit VI-Credit)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

INTERNATIONAL AIRPORT - 1949 - 20 min. - Free rental

This film gives a thorough account of the opening day activities at the New York International Airport. It features a thrilling display of aircraft and inaugural festivities. (EPS) (Unit II-Transportation)

United States Rubber Company

INVISIBLE RECEPTIONIST - 1949 - 21 min. - Free rental

This film shows the technique to be used in operating a telephone switchboard. The story centers around Irene, a well-trained PBX attendant and receptionist. She tells how she learned to give the best possible service and why it makes her work more pleasant. Through a series of incidents taken from her own past history, Irene shows what happens when a PBX attendant fails to follow the more desirable practices. Her experience covers the operation of a cordless board, a one-position, a two-position, and a multiple board. Several sequences in the film show Irene learning to operate these boards at the PBX training department. The handling of cords and keys is covered in a sequence at the multiple board. Irene points out that she is an invisible receptionist and "invisible" is more challenging because it requires the ability to express her complete personality with only her voice and actions. (BS Mr-50) (Unit XIII-Business Ethics)

Bell System Telephone Offices

IT MUST BE SOMEWHERE - 1948 - 28 min. - Color - Free rental

This film explains and illustrates geographic, numerical, alphabetic, and Soundex filing. It explains the variadex system of alphabetic filing. It shows the method of charging out materials and the use of substitution cards. It shows the method of handling overloaded files, modern safe files insulated against fire, modern well-lighted suspended drawers with an adjustable shelf for filing efficiency, a visible index system using colored signals, and new expanding pockets for accommodating materials. This film had its premiere recently at the Waldorf Astoria in New York City before a group of businessmen and business educators. The picture was very well received because it was well motivated and smoothly acted by professional actors. It presents a great mass of information which can be directly correlated with the educational materials presented in units on filing, information on filing methods, skills and techniques which go far beyond usual academic limitations. It shows the necessity for speed and accuracy in handling papers and documents. (EPS) (Unit IV-Filing)

Remington Rand, Incorporated

*KNOW YOUR MONEY - 1940 - 18 min. - 75 cents rental

This film dramatizes the passing of counterfeit money and the apprehension of the criminal. A considerable part of the film compares the details of counterfeit and genuine currency. The purpose of the film is to show how professional counterfeiters operate and how businessmen and business employees may protect themselves against counterfeiters. The film is narrated by Lowell Thomas. (BS Mr-46) (Unit V-Money)

University of Tennessee Extension for rental

LANGUAGE OF GRAPHS, THE - 1948 - 10 min. - B&W and Color - \$2 rental - \$56.25 (B&W) \$112.50 (Color) sale - Guide

This film shows boys and girls considering the financial and circulation problems of their school newspaper with bar, line, and circle graphs. The film shows how they use equation graphs to picture relationships and make comparisons. (CIF) (JB S-48) (Unit XVI-Arithmetic Fundamentals)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

LIFE INSURANCE OCCUPATIONS - 1948 - 10 min. - Free rental - Guide

This film describes career opportunities in life insurance company offices. It outlines the qualifications necessary for filling various home office positions and gives a brief description of home office operations. The film is suitable for high school and college vocational guidance programs. (EPS) (Unit XV-Guidance)

Institute of Life Insurance

LIVING WITH FORMICA - No date given - 25 min. - Color - Free rental

This film tells the story of Formica—a laminated plastic—how it is made and where it is used to make life happier and "homier" for millions of Americans. It traces the development of this amazing product in the fields of architecture, design, and construction. (EPS) (Unit VIII-Buying)

Formica Company, The

MAKE IT IN MASSACHUSETTS - 1948 - 30 min. - Color - Free rental

This film tells the advantages of Massachusetts as an industrial state. The three major inducements offered in this film are skilled labor, research facilities, and location near major markets. In addition, there are well-developed transportation facilities. (EPS) (Unit I-Business Relationships)

Massachusetts Development and Industrial Commission

MAKING MONEY - No date given - 12 min. - Free rental

This film shows the manufacture of paper money in the Bureau of Printing and Engraving. The making of the engraving plates and the printing, examining, counting, and distribution of money are shown. The film also depicts how the worn-out currency is removed from circulation and destroyed and how partially destroyed currency is identified. Mr. Morgenthau is shown in the opening scenes as the Secretary of Treasury. Although this part dated the film, that fact should not detract appreciably from its value. (BS-Mr-46) (Unit V-Money)

United States Secret Service

MARTIN 2-0-2, THE - No date given - 15 min. - Color - Free rental

This film depicts the construction and flight testing of the Martin 2-0-2, a thirty-six passenger airliner which is now in scheduled operation in the United States and South America. (EPS) (Unit II-Transportation)

Martin Company, The Glenn L.

MILITARY RAILWAY SERVICE - 1949 - 20 min. - Free rental

This film begins with a comparison of civilian and military railway operation and then shows the operations and procedures in a railway division. This is a general orientation film of operation of the Military Railway Service. (EPS) (Unit II-Transportation)

Department of the Army

MR. BELL - 1947 - 35 min. - Free rental

This film is a story of how Mr. Bell invented the telephone. The background for this film is Boston in the 1870's. There is a series of scenes showing Mr. Bell as a teacher of the deaf and of potential teachers of the deaf. In one sequence he explains to Mr. Hubbard's deaf daughter, Mabel, his experiments with the harmonic telegraph and his theory about the telephone. The events leading to the invention of the telephone are shown, ending with a dramatic scene of Watson's hearing Bell's words on the telephone for the first time. Mr. Bell is also shown as he strives to convince skeptical business leaders of the practicability and the future of the telephone. Another scene shows Mr. Bell at the age of 74 speaking before a group of young laboratory engineers. The film closes with a brief epilogue telling of the results of young Mr. Bell's dream of a universal system of voice communication and suggesting its promise for world betterment. (BS S-48) (Unit III-Communication)

Bell System Telephone Offices

MR. STUART ANSWERS THE QUESTION - 1947 - 34 min. - Free rental

This film shows how Mr. Stuart, the owner of a typical small retail store, found an answer to increased competition in a buyer's market and how he corrected the poor selling habits which had developed in his store. It emphasizes the importance of developing among salespeople the attitude of wanting to help customers buy the things they want and need. (EPS) (Unit VIII-Buying)

United States Department of Commerce

MONEY AT WORK - 1947 - 17 min. - Free rental

This film explains in general terms the functions of the New York Stock Exchange. The film emphasizes the important part played by

the New York Stock Exchange in our economic system, the part played by the stock exchange in developing our system of mass production. (BS S-47) (Unit XI-Investments)

Modern Talking Picture Service

*MOTION STUDY APPLIED TO LETTER INDEXING - 1938 - 11 min. - Free rental

This film describes the indexing operation in TVA files. It is of interest to those engaged in this type of work. (EPS) (Unit IV-Filing)

Tennessee Valley Authority

NEW VOICE FOR MR. X, A - 1939 - 22 min. - Free Rental

This film presents the story of Mr. X, a mythical character who feels that his business is suffering because of careless telephone habits and incorrect use of the instrument. Mr. X accompanies a friend to a "hear-your-telephone-voice demonstration" and becomes convinced that he should take steps to improve telephone conditions in his own office. The remainder of the picture shows how Mr. X accomplished this improvement. (BS A-48) (Unit III-Communication)

Bell System Telephone Offices

NEW WINGS FOR PUBLISHING - No date given - 22 min. - Color - Free rental

This film depicts the processes of rotogravure operation in the plant of The Crowell-Collier Publishing Company. (EPS) (Unit IX-Record Keeping)

Crowell-Collier Publishing Company, The

NIGHT MAIL - 1936 - 20 min. - \$3.50 rental

This film motivates all teaching of "Mail Services." This is an excellent John Grierson Documentation. (BEVA) (Unit III-Communication)

Business Education Visual Aids

*ON THE TRACK - 1951 - 18 min. - Color - \$1 rental

This film portrays the role played by the railroads in meeting peace-time needs of agriculture, industry, trade, and the general public. The film presents the essential services that the railroads perform in time of a national emergency. (UTEK) (Unit II-Transportation)

University of Tennessee Extension for rental

OPERATION: FAST FREIGHT - 1950 - 25 min. - Color - Free rental

This film depicts the various phases in the operation of a fast merchandise freight train. It includes the classification of cars, making up of the train, change of locomotives and crews. The N. & W. box car 50450 and time freight train No. 86 are featured. The car and train are followed by the cameras from one end of the railroad to the other in presenting the fast and efficient operation of a modern time freight. (EPS) (Unit II-Transportation)

Norfolk and Western Railway Company

OPERATION '46 - 1946 - 24 min. - Color - Free rental

This film presents the way a large American manufacturing company earns its living. Plants, produce, services, personnel, research, and future plans are shown; also, distribution of sales for materials, wages, and taxes. (GM) (Unit I-Business Relationships)

General Mills, Incorporated

ORCHID FOR PEGGY, AN - 1947 - 16 min. - Free rental

This film shows that telephones are made possible only by the daily efforts of many people performing many different and not always interesting jobs. As the narrator describes how each job helps to provide telephone service, the film shows typical people at typical jobs in various phases of the business. (EPS) (Unit III-Communication)

Bell System Telephone Offices

OUT OF THE WOODS - 1949 - 17 min. - Free rental

This film shows graphically how the transition from tree to Tribune takes place. The story starts in the northern woods where husky lumberjacks fell spruce and balsam trees during the winter months. In the spring the logs are carried by the streams and rivers down to the huge paper mills. The process of reducing the logs to wood pulp is shown. (EPS) (Unit I-Business Relationships)

Daily Tribune, The

PAPERBOARD PACKAGING - 1949 - 30 min. - Color - Free rental

This film covers the manufacture of paperboard and folding cartons. From the whirling vortex of a hydropulper to the finished folding carton, from the beginning of the board-making process to the purchased product, this film shows all of the processes. (WVBE) (Unit VIII-Buying)

Association Films, Incorporated

PARTY LINES - 1946 - 15 min. - Color - Free rental

This film opens with illustrations of how good neighbors should share such things as driveways or telephone lines. The way in which party lines serve many customers is shown by a diagram, and the necessity for neighborly co-operation is shown by dramatizing some of the things that can happen if the neighbors fail to co-operate. The use of marionettes throughout the entire production serves not only to make the picture informative but also appealing and entertaining. (BS Ma-48) (Unit III-Communication)

Bell System Telephone Offices

PAY TO THE ORDER OF - 1949 - 11 min. - Free rental - Guide

This film presents the basic facts about checks. The film shows how to write a check, explains various types of endorsements, gives the reasons why checks are used instead of cash, and explains the journey of a check in completing a payment. The story centers around Bill Rogers, who helps his father operate a grocery store during the summer vacation. When Bill sees his father pay bills with checks, he wonders why the bills are not paid in cash and asks his father numerous questions. Bill's father decides to send Bill to the bank for the facts. At the bank Bill meets Mr. Sterling, a bank officer, who explains the four principal reasons why checks are so widely used. The four following reasons for using checks are explained by Mr. Sterling: (1) safety, (2) convenience, (3) use as receipts, and (4) accurate records. The film also demonstrates the correct process to be followed in writing a check. (BS N-49) (JB D-49) (Unit VII-Banking)

American Bankers Association—Try local bank

PER CENT IN EVERYDAY LIFE - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film emphasizes the many ways in which the knowledge of per cent may be used. The story centers around Bob, a student, who is figuring commissions, taxes, interest, and discount. Bob finally develops a formula that may be used to solve everyday problems that involve per cent. (BS F-49) (Unit XVI-Arithmetic Fundamentals)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

PILOTES DU RAIL - 1948 - 15 min. - Free rental

This film depicts the activities of the engineers and firemen on express train service in France. The commentary is in French.

(EPS) (Unit II-Transportation)

French National Railroads

QUARTERBACK, THE - 1950 - 25 min. - Free rental

This film presents Tom Walker, the college football hero, as a real estate salesman. Tom repeatedly ignores warnings that preparation and planning are as necessary for success in life as in football. Twice out of work, he still fails to see that he is the cause of his own failure, until a stormy scene with his wife redirects his thinking and enables him to tackle an old sales problem with the kind of enthusiasm and intelligence which assures success. (WVBE) (Unit XV-Guidance)

National Association of Manufacturers

RETAILING FISH - 1948 - 18 min. - Color - Free rental

This film depicts the handling and merchandising of fresh and frozen fish products. Particular emphasis is placed upon such factors as methods of selection, icing, and handling of fish; cleanliness and sanitation; display and merchandising. (EPS) (Unit VIII-Buying)

Fish and Wildlife Service

RIGHT APPROACH, THE - 1948 - 6 min. - B&W and Color - \$4.50 (B&W)
\$9 (Color) rental - \$37.50 (B&W) \$75 (Color) sale

This film shows a number of salespeople who have exactly the attitude, manner, and manners that customers, owners, and managers would like to see displayed. The salespeople welcome the customers to the store and, by using the right opening, start sales flowing smoothly. (EFG) (Unit XIV-Personality)

International Films Bureau

*SEARCH FOR SECURITY, THE - 1946 - 17 min. - \$2 rental - Guide

This film shows how the first life insurance company in America was organized. The film begins in 1690, when in England it became customary for a number of businessmen to share in underwriting a risk, such as the voyage of a vessel. It explains how, today, the policyholder's dollar paid for insurance is used in the building of a reserve fund for the payment of policy benefits and how this fund is invested in the economic life of the nation. Some of the most important applications of life insurance are visualized. (BS Ja-48) (Unit XII-Insurance)

University of Tennessee Extension for rental

SELLING BEDSPREADS AND MATCHING DRAPERIES - 1949 - 17 min. - Color - Free rental

This film illustrates the right and wrong way to build sales and promote customer good will. Although the film is concerned primarily with the correct way of selling bedspreads and draperies, it is helpful generally in training selling personnel. (EPS) (Unit I-Business Relationships)

Bates Fabrics, Incorporated

SELLING YOUR PERSONALITY - 1948 - 11 min. - B&W and Color - \$4.50 (B&W)
\$9 (Color) rental - \$50 (B&W) \$100 (Color) sale

This film demonstrates the right and wrong methods of selling and gives a graphic exhibition of the type of courtesy, intelligence, and interest in the customer which makes for sales and resales. (EFG)
(Unit XIV-Personality)

International Films Bureau, Incorporated

SHARE THE PRODUCTION PLAN - 1948 - 20 min. - Free rental

This film explains how the Nunn-Bush share-the-production plan works. Many of the details of the plan are omitted. However, these details may be obtained by writing the Nunn-Bush Company, Milwaukee 1, Wisconsin. The film explains that each employee receives fifty-two pay checks a year and that the amount of the pay is based on the percentage of sales. The purpose of the plan is to develop better relationship among labor, management, and capital. (BS A-49) (Unit XIII-Business Ethics)

Venard Organization, The

*SHARING ECONOMIC RISKS - 1947 - B&W and Color - \$2 rental - \$45 (B&W)
\$90 (Color) sale

This film portrays the nature and functions of property and life insurance. The scope of the film is indicated by the following insurance terms that are defined and explained: inventory of personal property, proof of loss, insurance policy, public liability insurance, property damage insurance, premium, insurable interest, beneficiary, endowment policy, cash value, and participating policy. (BS N-48)
(Unit XII-Insurance)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

SPEEDING SPEECH - 1949 - 10 min. - Free rental

This film uses the theme of operator toll dialing to emphasize the part that future planning plays in continuing to provide the best possible service at the lowest possible cost. After showing how the operator handles a call, an animated sequence compares the new method with the former method. The crossbar switches, the marker, and the sender are seen, and the tones used in signaling are heard. (EPS)
(Unit III-Communication)

Bell System Telephone Offices

STEEL - 1947 - 34 min. - Color - \$6 rental - \$200 sale

This technicolor film describes the steel industry and the processes used from the time the iron ore is dug from the ground until

the finished product leaves the plant. The processing of small instruments as well as that of huge keels for ocean-going vessels is shown. The work of highly skilled craftsmen who maintain the blast furnaces, forges, rolling mills, and machine shops is emphasized. The setting for the film is in England. (BS D-47) (Unit I-Business Relationships)
British Consulate General

STEP HIGH - 1946 - 17 min. - Free rental

The film presents a young girl who is undecided about what she wants to do in the future. At the telephone company's office, she sees the employment office, the central office, cafeteria and lounge, and hears about some of the different jobs, such as teller, machine operators, typists, and service representatives. (EPS) (Unit XV-Guidance)
Bell System Telephone Offices

STORY OF LEATHER - 1950 - 30 min. - Free rental

This film shows actual scenes in a modern calf tannery producing chrome tanned upper dress calf shoe leather for the manufacture of quality shoes for men, women, and children, from the raw skin to the finished leather. The concluding portion of the film shows pictures of shoes and handbags produced from black and colored calf leather. (WVBE) (Unit VIII-Buying)
Ohio Leather Company, The

STORY OF MONEY, THE - 1946 - 16 min. - \$2 rental - \$37.50 sale

This film is an illustrated lecture. The setting for the story is in England. The film explains the development of the monetary system from the early days of simple barter to the modern banking system. It shows the value of coins, checks, banking houses and the part they play in the business world today. This film is both interesting and helpful. (EFG) (Unit V-Money)
Business Education Visual Aids

STRANGE INTERVIEW - 1947 - 55 min. - Free rental

This film presents Bill Parker, who owns a small production shop which is losing business because of the attitude of Parker toward his employees. In a dream Benjamin Franklin appears and demonstrates to Bill his philosophy for getting along with people. Franklin tells Bill that the secret of getting along with people and getting them to get along with you is to treat them with consideration and as individual human beings. (EPS) (Unit XIII-Business Ethics)
General Motors Corporation

TALE OF THE POWDERED PIG - 1949 - 30 min. - Color - Free rental

This film describes the uses to which aluminum powders and pastes are put, ranging from polychromatic finishes on automobiles to pyrotechnics and the coloring of many business and household appliances. Scenes in the research laboratories show how new uses for aluminum powder are being discovered. The new aluminum paint for the prevention of mold and rot and the recently developed aluminum putty are illustrated. (EPS) (Unit VIII-Buying)

Raynolds Metal Company

TELEPHONE COURTESY - 1946 - 22 min. - Free rental

This film tells the story of how Mr. Burton, a typical businessman, runs into difficulties one day when he tries to telephone his office. As a result of this experience, Mr. Burton starts thinking about the telephone habits of his organization and discovers that a number of things should be improved. His first step is to consult a representative of the telephone company to get some helpful suggestions. Mr. Burton then calls his employees together and puts on a telephone show to point out some obvious poor telephone habits and to illustrate and underscore the value of good telephone manners. (BS O-48) (Unit III-Communication)

Bell System Telephone Offices

TELEPHONE SCREEN REVIEW, NO. 7 - 1949 - 11 min. - Free rental

This film includes: Kearny's twenty-fifth anniversary, which includes scenes of the Western Electric's Kearny Works, consisting of thirty-three buildings in which nearly 20,000 employees produce telephone equipment; Talk Jury, in which Bell Laboratories engineers make exhaustive technical tests in developing new transmission circuits. The film also shows the important part played by transmission facilities of the Bell System in television by providing the coaxial and radio-relay circuits needed to send programs out over the networks. (EPS) (Unit III-Communication)

Bell System Telephone Offices

TELEPHONE SCREEN REVIEW, NO. 8 - 1949 - 11 min. - Free rental

This film includes: Chinatown Goes Dial, in which the San Francisco Chinatown exchange, the only Chinese telephone exchange outside of China, yields to progress; Alpeth Cable, in which is shown a new type of cable sheathing being manufactured to aid in the great expansion program; A. M. A., in which the automatic message accounting system, developed by Bell, helps customers to dial directly to near-by towns by making an automatic record of the call necessary for accurate billing. (EPS) (Unit III-Communication)

Bell System Telephone Offices

TELEPHONE SCREEN REVIEW, NO. 9 - 1949 - 11 min. - Free rental

This film includes: Easy Does It, in which a one-ton vehicle is shown performing a wide variety of jobs, including digging holes, setting poles, pulling in cable, and reclaiming wire; Planners for Tomorrow, in which engineers of the Western Electric Company co-operate with telephone company engineers to plan central office equipment for the particular job it must do; Midnight Debut, in which a manual type of exchange is replaced by a new dial system, showing the detailed preparation required as well as the actual cutover from the old system to the new. (EPS) (Unit III-Communication)
Bell System Telephone Offices

TELEPHONE TECHNIQUE - 1948 - 10 min. - B&W and Color - \$2.50 rental - \$45 (B&W) \$90 (Color) sale

This film demonstrates certain telephone manners, errors to avoid, importance of knowledge of stock, and a good descriptive vocabulary when discussing merchandise. (JB O-50) (Unit III-Communication)
Business Education Visual Aids

THERE'S A DIFFERENCE - 1949 - 20 min. - Color - Free rental

This film describes the manufacture and operation of the Byers Traveler, a one-half cubic yard excavator. It includes many construction job scenes and many industrial crane operations. (EPS) (Unit I-Business Relationships)
Byers Machine Company, The

TRANSPORTATION IN THE UNITED STATES - 1948 - 17 min. - \$3 rental - \$50 sale

This film shows how the railways are meeting age-old shortcomings by progressive action and, under the threat of newer modes of transportation, are making advances not only in keeping our nation supplied with goods but are also transporting us quickly and comfortably. Every year a ton of freight must be transported 4,000 miles to keep a person supplied with basic necessities. The concerted effort of all forms of transportation—railroads, airplanes, trucks, buses, and ships on the inland waterways—are needed to meet these requirements. But it is the railroads that are still the backbone of the nation's transportation system. (MTFF) (Unit II-Transportation)
March of Time Forum Films

TWIN TRAILS TO VICTORY - No date given - 20 min. - Free rental

This film tells the dramatic story of the construction of the Alaska Highway and the Canadian Oil Line. It emphasizes the part Caterpillar power played in these vital projects. (EPS) (Unit II-Transportation)
Caterpillar Tractor Company

2-D-2 - 1948 - 15 min. - Free rental

This film presents the electric locomotive and shows the gradual development of service since 1885. The commentary is in English. (EPS)
(Unit II-Transportation)
French National Railroads

TWO SALESMEN IN SEARCH OF AN ORDER - 1950 - 30 min. - Free rental

This film demonstrates the wrong and right ways of selling and also how to expedite and economize on executive correspondence. (EPS)
(Unit XIII-Business Ethics)

TWO VIEWS ON SOCIALISM - 1950 - 16 min. - B&W and Color - \$3 rental -
\$67.50 (B&W) \$135 (Color) sale

This is an important film for every American to see. It is specially designed to stimulate an intelligent discussion on the difference between socialism and capitalism. It helps students to gain a necessary understanding of socialism. The basic charges leveled by socialists against the capitalistic society are made and effectively answered. This film is a "must" for every class and civic meeting.
(CIF) (Unit I-Business Relationships)
University of Tennessee for rental
Coronet Instructional Films for purchase

*USING THE BANK - 1947 - 10 min. - \$2 rental - \$45 sale - Guide

This film explains and illustrates some of the services offered to an individual by a bank. Some of the points emphasized in the film are the procedures for opening a savings account, interest paid on savings, how to secure a loan, and the path that the check follows from the time it is written until it is returned to the bank upon which it is drawn. (BS F-49) (Unit VII-Banking)

WATSON WAKES UP - 1946 - 15 min. - \$3.50 rental

This film centers around an average American couple, Mr. Walter Watson and his wife. Mr. Watson encounters some difficulty in balancing the family budget and decides to ask his boss for a raise. Worry over how to approach his boss carries Watson into a fantasy through which he learns that foolish spending is draining the contentment that accompanies the security of a life untroubled by financial worries. Watson finally realizes that better planning and systematic saving each payday would and could be the real keys to financial security. (BS Ja-50) (Unit X-Thrift and Savings)
Savings Bank Association of State of New York

WHAT ARE FRACTIONS - 1948 - 10 min. - \$45 sale

This film handles the difficult and abstract theme of fractions in a clear and intelligent manner. A number of well-known educators acted as advisers and contributed much to the effective use of animated sequences that are among the best of the new films dealing with the teaching of arithmetic skills. (JB S-48) (Unit XVI-Arithmetic Fundamentals)

Films, Incorporated

*WHAT IS A CONTRACT - 1948 - 10 min. - \$2 rental - \$45 sale - Guide

This film shows the essentials of a contract. The story is built around two boys who are looking for summer jobs. One wants some extra money to use when he starts to college in the fall; the other wants to earn enough to replace his old car when he goes back to college for his senior year. The film gives examples of both oral and written contracts. The method of making an oral contract is demonstrated when the two boys are offered and accept jobs for the summer. In this connection the film points out the basic elements of any contract: (1) mutual assent, (2) competent parties, (3) legal bargain, (4) consideration, and (5) required form. The written contract is in the form of a conditional sales agreement that the boy has to sign before he can buy his new car. (BS N-48) (JB S-48) (Unit VI-Credit)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

WHAT IS A CORPORATION - 1949 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film differentiates between the three principal forms of business ownership: the single proprietorship, the partnership, and the corporation. In addition to presenting the advantages and disadvantages of each type of ownership, a number of technical business terms are used and explained. Emphasis is placed on the corporate form of ownership and its importance in the economic, business, and social structure of the country. The story centers around Walter Brown, who is facing one of the disadvantages of a partnership—that of being liable for an agreement made by a partner. He recalls the day when he was a single proprietor. Then he could run the business as he pleased, and he received all the profits. When it became difficult for him to handle his trade alone, he decided to expand. He formed a partnership with two other men, each of whom had specific responsibilities in this partnership. Now Mr. Brown, in order to avoid being personally responsible for the mistakes of either of his partners, decides to take the advice of his lawyer and form a corporation. Mr. Brown, who has learned about corporations by owning some corporation stock, discusses with his lawyer the various advantages and disadvantages of a corporation. (CIF) (BS S-49) (Unit XI-Investments)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

WHAT'S AN OFFICE ANYWAY - No date given - 30 min. - Free rental

This film shows how to break the "bottlenecks" that slow up a typical company. It covers each department of a typical manufacturing corporation and is an interesting analysis of office management. (WVBE) (Unit XV-Guidance)

Dictaphone Corporation

*WHAT IS BUSINESS - 1948 - 11 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film attempts to answer the question, "What is business?," by showing the contribution that business makes to modern living. More specifically, it shows how business has set the stage for the scene of the Harrison family at the breakfast table. The many types of business activities are divided into three groups—production, distribution, and service. The production activities portrayed include farming, lumbering, fishing, mining, and manufacturing. The distribution activities include wholesaling and retailing. The service activities include communication, transportation, and banking. (BS O-48) (Unit I-Business Relationships)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

*WHAT IS MONEY - 1947 - 11 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film explains the nature and purpose of money and its functions as a medium of exchange, a standard of value, a standard for future payments, and a storehouse of value. Also included are the qualities that a metal must possess if it is to perform these functions satisfactorily. (BS O-48) (Unit V-Money)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

WHAT MAKES A FINE WATCH FINE - 1947 - 20 min. - Free rental

This film presents a trip through a watch factory. The employees are highly skilled and the tools with which they work are masterpieces of precision. The manufacture of minute watch parts, some as tiny as flecks of dust, is one of the features of the film. (EPS) (Unit XV-Guidance)

Association Films, Incorporated

WHAT'S YOUR IDEA - 1947 - 20 min. - Color - Free rental

This film tells the story of a suggestion in General Mills from the time the person gets the idea until it is accepted or rejected.

Ideas and suggestions through the years have helped bring about advancement of mankind. (EPS) (Unit I-Business Relationships)
General Mills, Incorporated

WHEELS FOR THE WORLD - 1948 - 17 min. - Free rental

This film shows the development of the automobile industry through engineering progress in the past half century. (EPS) (Unit II-Transportation)

Automobile Manufacturers Association

*WISE BUYING - 1940 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W)
\$90 (Color) sale - Guide

This film dramatizes the answers to the questions: (1) When do you buy? (2) Where do you buy? (3) How do you buy? (4) What kind do you buy? The story is built around Joan, who has been given the responsibility of buying her own clothes on a regular allowance, and her Uncle John, who is a purchasing agent. The film also points out such important factors as seasonal changes, quantity purchases, and product labels. (BS N-50) (Unit VIII-Buying)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

WORK OF THE STOCK EXCHANGE, THE - 1941 - 16 min. - B&W and Color - \$4 rental - \$67.50 (B&W) \$135 (Color) sale - Guide

This film points out that the essentials of production are land, labor, money, and management. The story of the film is based upon the activities of a corporation that results from the reorganization of a three-man partnership. The importance of bonds and stocks in this reorganization is pointed out. An important sequence of scenes deals with the steps that are involved in listing the new ownership securities of the corporation on a stock exchange. Essential information for this purpose is presented by the manager to one of the officials of the company, who in turn presents a formal application to the board of governors of the exchange. When the application is approved, some of the important regulations are enumerated and explained. The step-by-step procedure of buying and selling shares of stock on the exchange is portrayed. (JB N-48) (Unit XI-Investments)

Ideal Pictures for rental

Coronet Instructional Films for purchase

WORLD OF AGGREGATES, A - No date given - 40 min. - Color - Free rental

This film shows the methods of producing crushed gravel and rock, as well as the end uses of the aggregates, such as in the Grand Coulee dam, airports, National Park roads, bridges, and in asphalt pavements. (EPS) (Unit I-Business Relationships)

Iowa Manufacturing Company

*WRITING BETTER BUSINESS LETTERS - 1949 - 10 min. - B&W and Color -
\$2 rental - \$45 (B&W) \$90 (Color) sale - Guide

This film emphasizes the three principal characteristics of a good business letter: clarity, brevity, and courtesy. Primarily designed for use in general English, it will also be of tremendous value in business English classes. (CIF) (Unit III-Communication)
University of Tennessee Extension for rental
Coronet Instructional Films for purchase

YEAR'S WORK, THE - 1940 - 35 min. - Free rental

This film presents the story of the fiscal year 1939-1940 of General Mills by means of an animated cartoon supplemented by straight photography. It puts the difficult financial details of an annual report into easily understood visual form. (EPS) (Unit IX-Record Keeping)

General Mills, Incorporated

YOU CAN TELL BY THE TELLER - 1945 - 10 min. - Free rental

This film opens with a payment transaction pleasing to the customer, and his favorable reaction is shown, followed by an instance of less desirable teller service. A series of incidents show how the teller can impress customers with her personal interest, helpfulness, and efficiency. A detailed demonstration is given of the correct way to perform each of the operations involved in handling a typical payment transaction. (EPS) (Unit XIV-Personality)

Bell System Telephone Offices

*YOUR FAMILY BUDGET - 1949 - 10 min. - B&W and Color - \$2 rental -
\$45 (B&W) \$90 (Color) sale - Guide

This film explains and demonstrates the value of planning a family budget. The procedure to be followed by any family in preparing a budget is outlined and demonstrated in this film. The film emphasizes that all members of the family should be consulted when the budget is prepared or revised. The importance of a budget to the well-being and general happiness of the family is explained and demonstrated in this film. (BS Ja-50) (JB N-49) (Unit X-Thrift and Savings)

University of Tennessee Extension for rental
Coronet Instructional Films for purchase

*YOUR POSTAL SERVICE - 1940 - 18 min. - \$3 rental - \$55 sale - Guide

This film emphasizes the fact that the United States Post Office is the largest retail business in the world today. It shows the inner workings of the United States Post Office and emphasizes the following points relating to its operation: (1) revenues, (2) scope, (3) efficiency, (4) railway mail service, (5) highway post office, (6) air mail,

(7) franking, (8) parcel post, (9) postal inspectors, and (10) the role of the letter carrier. (BS F-50) (Unit III-Communication)

University of Tennessee Extension for rental

March of Time Forum Films for purchase

YOUR TELL-TALE VOICE - 20 min. - Free rental

This film shows how people's words and voices can affect, sometimes falsely, our impressions of them. The work of five girls at various types of switchboards shows what may be accomplished through alert, interested, friendly, and resourceful handling of calls. A sixth girl, who has none of these qualities, though her work is mechanically satisfactory, is unable to please her customers. Examples of calls are used to show the elements of voice, manner, phraseology, and helpfulness that make pleasing service. (EPS) (Unit XIV-Personality)

Bell System Telephone Offices

***YOUR THRIFT HABITS - 1948 - 10 min. - B&W and Color - \$2 rental - \$45 (B&W) \$90 (Color) sale - Guide**

This film attempts to create a desire to budget for systematic savings, to buy carefully and not extravagantly, and to choose future important satisfactions rather than immediate satisfactions. Motion pictures to assist in the teaching of thrift habits are notably scarce. Teachers will be particularly interested in this film. (JB N-48) (Unit X-Thrift and Savings)

University of Tennessee Extension for rental

Coronet Instructional Films for purchase

YOUR WAY TO SUCCESS IN SELLING - 1950 - 27 min. - Color - Free rental

This film portrays the four steps of the sales sequence, the five basic buying motives, and eleven of the more important sales techniques used by professional salesmen. (WVBE) (Unit VIII-Buying)

Nash Kelvinator Corporation

CHAPTER V

CLASSIFICATION AND EVALUATION OF FILMS

This chapter gives the number and title of the units considered in General Business, a summary of the objectives and content of each unit, the films available for each unit, and an evaluation of the films previewed for each unit.

The scale used for evaluation of each film consisted of eleven points. For each point, three degrees were listed. Under most points these degrees were expressed in terms that were especially meaningful under the particular point. For example, the three degrees under "organization" were (1) logical, (2) fair, (3) incoherent. In each table in the chapter are given the degrees as they appeared on the evaluation sheet. However, in the discussion and summarizing of these ratings, the three degrees are referred to as high, medium, and low.

In addition to the ratings on each point, the evaluation sheets included the checking of the film as to whether it might be used to introduce the unit, to supplement the unit, or to be an integral part of the unit. The comments made by some teachers are also included in this chapter.

Business Relationships

This unit is an introduction to the entire course. Consideration is given to the producers and distributors of goods and services; the

interdependence of business and the consumer and of one business with another; the functions and purposes of business as it is carried on in the community.

Films Available

To aid in teaching this unit of the General Business course, twenty films are available. These films are concerned with some phase or phases of business relationships. The films preceded by an asterisk were previewed and evaluated by business teachers:

AMERICAN MIRACLE
 BACK TO SCHOOL
 BOOK OF BOOKS
 CAPITALISM
 CARAVAN
 *DISTRIBUTING AMERICAN GOODS
 FEDERAL TAXATION
 GROWTH OF CITIES
 HERE IS TOMORROW
 HERITAGE FOR VICTORY
 MAKE IT IN MASSACHUSETTS
 OPERATION '46
 OUT OF THE WOODS
 SELLING BEDSPREADS AND MATCHING DRAPERIES
 STEEL
 THERE'S A DIFFERENCE
 TWO VIEWS ON SOCIALISM
 *WHAT IS BUSINESS
 WHAT'S YOUR IDEA
 WORLD OF AGGREGATES, A

Evaluation of Films

Table I shows how the films, WHAT IS BUSINESS and DISTRIBUTING AMERICAN GOODS, were rated on all points which were being considered.

A majority of the seven teachers who evaluated the film, WHAT IS BUSINESS, ranked as high: organization, authenticity, interest, and

TABLE I
EVALUATION OF FILMS ON BUSINESS RELATIONSHIPS

Points Rated	What is Business (7 Raters)		Distributing America's Goods (10 Raters)	
Unit Correlation				
High	3		4	
Medium		4		6
Very Little		0		0
Organization				
Logical	4		5	
Fair		3		5
Incoherent		0		0
Content				
Well Balanced	3		3	
Good		4		7
Superficial		0		0
Vocabulary				
Very Meaningful	2		4	
Useful		5		6
Too Difficult		0		0
Authenticity				
Accurate	5		6	
Generally True		2		4
Misleading		0		0
Photography				
Very Good	1		2	
Fair		5		8
Poor		1		0
Advertising				
None	1		4	
Very Little		6		6
Objectionable		0		0
Acting				
Professional	1		0	
Fair		5		10
Amateurish		1		0
Interest				
Excellent	5		2	
Good		2		5
Fair		0		3
Date				
Current	2		4	
Recent		5		6
Out Dated		0		0
Sound				
Excellent	5		7	
Fair		1		3
Poor		1		0

sound. A majority ranked as medium: unit correlation, content, vocabulary, photography, advertising, acting, and date. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Excellent to help students of General Business understand meaning and significance of business to them as individuals.

This film could be used in a General Business class to show the vastness of business. It will let the students see that business is a very large affair.

This film gives a clear view of the complexities involved in supplying the consumer with goods.

Too little of each scene shown and scenes change too abruptly. It makes the film seem disorganized.

Several of the teachers thought that this film would be effective in supplementing the unit, since it covered several types of businesses and showed the dependence of the consumer upon these businesses to supply his wants for everyday living.

DISTRIBUTING AMERICAN GOODS was rated by ten teachers. A majority ranked as high: authenticity and sound. The evaluators were divided equally on high and medium in ranking organization. A majority ranked as medium: unit correlation, content, vocabulary, photography, advertising, acting, and date. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

A good film to show how goods are distributed to consumers.

I would highly recommend this film for this unit.

Several of the teachers expressed the opinion that this film should be used as an integral part of the unit because it covers an important part of the unit objectives.

Transportation

For this unit of the General Business course, twenty-one films are available on some phase or phases of transportation. The films preceded by an asterisk were previewed and evaluated by business teachers.

AIR EXPRESS
 AIRPORT, THE
 AIR POWER IS PEACE POWER
 AIR TRANSPORTATION
 AIRWAYS OF THE FUTURE
 CHALAMPE BRIDGE
 DOUBLE DUTY
 *DRIVING ECONOMICALLY
 HIAWATHAS ARE ROLLING
 HIGHWAYS AHEAD
 INTERNATIONAL AIRPORT
 MARTIN 2-0-2, THE
 MILITARY RAILWAY SERVICE
 *ON THE TRACK
 OPERATION: FAST FREIGHT
 PILOTES DU RAIL
 TRANSPORTATION IN THE UNITED STATES
 TWIN TRAILS TO VICTORY
 2-D-2
 WHEELS FOR THE WORLD

Evaluation of Films

Table II shows how the films, DRIVING ECONOMICALLY and ON THE TRACK, were rated on all points considered.

DRIVING ECONOMICALLY was rated by four teachers. A majority ranked as high: unit correlation, organization, content, authenticity,

TABLE II
EVALUATION OF FILMS ON TRANSPORTATION

Points Rated	Driving Economically (4 Raters)		On The Track (4 Raters)	
Unit Correlation				
High	4		4	
Medium		0		0
Very Little		0		0
Organization				
Logical	3		4	
Fair		1		0
Incoherent		0		0
Content				
Well Balanced	3		4	
Good		1		0
Superficial		0		0
Vocabulary				
Very Meaningful	2		3	
Useful		2		1
Too Difficult		0		0
Authenticity				
Accurate	3		4	
Generally True		1		0
Misleading		0		0
Photography				
Very Good	2		4	
Fair		2		0
Poor		0		0
Advertising				
None	0		1	
Very Little		4		3
Objectionable		0		0
Acting				
Professional	0		2	
Fair		4		2
Amateurish		0		0
Interest				
Excellent	4		4	
Good		0		0
Fair		0		0
Data				
Current	4		4	
Recent		0		0
Out Dated		0		0
Sound				
Excellent	0		4	
Fair		1		0
Poor		3		0

interest, and date. The evaluators were divided equally on high and medium in ranking vocabulary and photography. A majority ranked as medium: advertising and acting. A majority ranked as low: sound.

The following are typical statements made by teachers who pre-viewed the film:

This film would be of keen interest to any student who has access to a car and is interested in driving economically and carefully.

Used the latest model cars available (1950 Chevrolet) at time picture was made. All drivers should see this. Also used new Buicks and other popular makes.

May be used in the thrift and savings unit to advantage. Sound poor; much of the effect was lost.

Several of the teachers expressed the opinion that this film could also be used in the thrift and savings unit. Most of the teachers thought that the film should be used to supplement the unit on transportation.

ON THE TRACK was evaluated by four teachers. A majority ranked as high: unit correlation, organization, content, vocabulary, authenticity, photography, interest, date, and sound. The evaluators were divided equally on high and medium in ranking acting. A majority ranked as medium: advertising.

The following are typical statements made by teachers who pre-viewed the film:

Excellent interest—photography outstanding. Equally good in transportation, social studies, or geography.

Film in color and full of interesting scenes and presented much information relative to the complexities of transportation.

Good! A very good presentation of economic geography as well as of railroads in America.

Several of the teachers stated that this film should be used as an integral part of this unit; also, with social studies and geography classes

Communication

This unit covers mail, telephone, and telegraph services. The preparation of an acceptable letter is stressed. The unit covers the services provided by the United States Post Office Department. After studying the unit, the student should be able to make a choice of communication service in the light of such factors as speed, cost, and probable time of delivery.

Films Available

Twenty films are available on this unit of the General Business course. All films are concerned with some phase or phases of communication. The films preceded by an asterisk were previewed and evaluated by business teachers:

ADVENTURES IN TELEZONIA
BEFORE YOUR TELEPHONE RINGS
BEHIND YOUR RADIO DIAL
DIAL COMES TO TOWN
DIAL COMES TO TOWN (Short Version)
FARMER'S TELEPHONE
ICE KING CHALLENGE, THE
MR. BELL
NEW VOICE FOR MR. X, A
NIGHT MAIL
ORCHID FOR PEGGY
PARTY LINES

SPEEDING SPEECH
TELEPHONE COURTESY
TELEPHONE SCREEN REVIEW, NO. 7
TELEPHONE SCREEN REVIEW, NO. 8
TELEPHONE SCREEN REVIEW, NO. 9
TELEPHONE TECHNIQUE
*WRITING BETTER BUSINESS LETTERS
*YOUR POSTAL SERVICE

Evaluation of Films

Table III shows how the films, WRITING BETTER BUSINESS LETTERS and YOUR POSTAL SERVICE, were rated on all points considered.

WRITING BETTER BUSINESS LETTERS was rated by five teachers. A majority ranked as high: organization, content, photography, and advertising. A majority ranked as medium: unit correlation, vocabulary, authenticity, acting, interest, date, and sound. No point was ranked as low by a majority of teachers.

The following are typical statements made by teachers who pre-viewed the film:

Good! Brings out basic points.

This film shows the importance of a well-constructed letter in getting results.

Some of the teachers stated that this film would be a desirable supplement to the teaching of that part of the unit which includes the construction of a good business letter.

YOUR POSTAL SERVICE was rated by six teachers. A majority ranked as high: unit correlation, organization, content, vocabulary, authenticity, and interest. The evaluators were divided equally on high and medium in ranking photography, advertising, acting, and sound.

TABLE III
EVALUATION OF FILMS ON COMMUNICATION

Points Rated	Your Postal Service (6 Raters)			Writing Better Business Letters (5 Raters)		
Unit Correlation						
High	5			2		
Medium		1			3	
Very Little			0			0
Organization						
Logical	5			4		
Fair		1			1	
Incoherent			0			0
Content						
Well Balanced	6			3		
Good		0			2	
Superficial			0			0
Vocabulary						
Very Meaningful	4			2		
Useful		2			3	
Too Difficult			0			0
Authenticity						
Accurate	5			2		
Generally True		1			3	
Misleading			0			0
Photography						
Very Good	3			3		
Fair		3			2	
Poor			0			0
Advertising						
None	3			5		
Very Little		3			0	
Objectionable			0			0
Acting						
Professional	3			2		
Fair		3			3	
Amateurish			0			0
Interest						
Excellent	4			1		
Good		2			3	
Fair			0			1
Date						
Current	2			1		
Recent		4			4	
Out Dated			0			0
Sound						
Excellent	3			1		
Fair		3			4	
Poor			0			0

A majority ranked as medium: date. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

A very good film. Will hold student's attention throughout showing.

Very good! Could be used in commercial law and secretarial and office practice.

Slow getting started. Good!

Several of the teachers expressed the opinion that this film should be used to supplement the unit. Another suggested its inclusion in the guidance unit, as it presents many postal service jobs.

Filing

This unit is an introduction to filing methods and procedures. It contains information to help the student use more effectively the dictionary, city directory, encyclopaedia, almanac, government reports, and consumer bulletins. Such procedures in filing as sorting mail, coding, alphabetizing, handling charge-outs, and indexing are introduced to the students. Several of the most common methods of filing are presented.

Films Available

This unit of the General Business course is covered by three films on some phase or phases of filing. The films preceded by an asterisk were previewed and evaluated by business teachers:

*FILING PROCEDURES IN BUSINESS
IT MUST BE SOMEWHERE
*MOTION STUDY APPLIED TO LETTER INDEXING

Evaluation of Films

Table IV shows how the films, FILING PROCEDURES IN BUSINESS and MOTION STUDY APPLIED TO LETTER INDEXING, were rated on all points considered.

FILING PROCEDURES IN BUSINESS was rated by seventeen teachers. A majority ranked as high: unit correlation, organization, content, authenticity, photography, advertising, and date. A majority ranked as medium: vocabulary, acting, and interest. No point was ranked as low by the majority of teachers.

The following are typical statements made by teachers who pre-viewed the film:

It would be a good film for a high school filing class.

This film is very helpful to further explain procedure and make class work more meaningful and practical.

I think it might be good to show this film at the beginning of a unit, but probably it would mean more to the students after they have read about and discussed the steps of sorting, filing, etc.

Contents of file folders could have been shown so as to show proper arrangement.

Many of the teachers recommended the use of film in teaching the filing unit and stated that it should be used as a supplement to the unit.

MOTION STUDY APPLIED TO LETTER INDEXING was rated by fourteen business teachers. A majority ranked as high: organization, authenticity, and advertising. A majority ranked as medium: unit

TABLE IV
EVALUATION OF FILMS ON FILING

Points Rated	Filing Procedures in Business (17 Raters)		Motion Study Applied to Letter Indexing (14 Raters)	
Unit Correlation				
High	11		6	
Medium		6		7
Very Little		0		1
Organization				
Logical	15		11	
Fair		2		3
Incoherent		0		0
Content				
Well Balanced	10		5	
Good		7		8
Superficial		0		1
Vocabulary				
Very Meaningful	7		1	
Useful		10		13
Too Difficult		0		0
Authenticity				
Accurate	12		10	
Generally True		5		4
Misleading		0		0
Photography				
Very Good	9		1	
Fair		8		10
Poor		0		3
Advertising				
None	16		10	
Very Little		1		4
Objectionable		0		0
Acting				
Professional	3		0	
Fair		14		13
Amateurish		0		1
Interest				
Excellent	7		2	
Good		8		11
Fair		2		1
Date				
Current	13		4	
Recent		4		7
Out Dated		0		3
Sound				
Excellent	4		1	
Fair		7		12
Poor		6		1

correlation, content, vocabulary, photography, acting, interest, date, and sound. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Film not very highly recommended.

Not desirable.

Not nearly so helpful in a high school class as the other film.
(The teacher was referring to the film, FILING PROCEDURES IN BUSINESS, which she had just seen).

Many of the teachers thought that this film was too technical for high school students and had no place in the high school filing unit.

Money

This unit goes into the history and development of money. It tells the nature of money and the reasons for using our present types of currency and coin. Problems in handling money, in making change, and in making payrolls are considered. Points on the recognition of counterfeit money are presented in order that the pupils may be prepared to protect themselves as well as other members of society from racketeers and money "shovers."

Films Available

Four films are available on some phase or phases of money. The films preceded by an asterisk were previewed and evaluated by business teachers:

*KNOW YOUR MONEY
MAKING MONEY
STORY OF MONEY, THE
*WHAT IS MONEY

Evaluation of Films

Table V shows how the films, KNOW YOUR MONEY and WHAT IS MONEY, were rated on all points considered.

KNOW YOUR MONEY was rated by eight teachers. A majority ranked as high: unit correlation, organization, content, vocabulary, authenticity, advertising, and interest. The evaluators were divided equally on high and medium in ranking photography. A majority ranked as medium: acting, date, and sound. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Very interesting and helpful to be used in unit on money.

Attracts attention of students to examine money as well as duty of a citizen in enforcement of law and order as well as obligation as a tax payer.

Very good as a supplement to the unit on money. This phase of money, counterfeiting, could easily arouse the interest of the children concerning money and would be very beneficial if actual counterfeit money could be shown to them.

Several of the teachers expressed a liking for this film and thought that it could best be used most effectively to supplement the unit. One adverse criticism was the length of the film. Some of the teachers thought that a thirty-minute film was too long for one class period.

TABLE V
EVALUATION OF FILMS ON MONEY

Points Rated	Know Your Money (8 Raters)	What Is Money (8 Raters)
Unit Correlation		
High	6	3
Medium	2	5
Very Little	0	0
Organization		
Logical	7	5
Fair	1	3
Incoherent	0	0
Content		
Well Balanced	5	4
Good	3	2
Superficial	0	2
Vocabulary		
Very Meaningful	6	3
Useful	2	5
Too Difficult	0	0
Authenticity		
Accurate	8	5
Generally True	0	3
Misleading	0	0
Photography		
Very Good	4	1
Fair	4	7
Poor	0	0
Advertising		
None	7	2
Very Little	1	6
Objectionable	0	0
Acting		
Professional	2	0
Fair	6	6
Amateurish	0	2
Interest		
Excellent	6	1
Good	2	5
Fair	0	2
Date		
Current	3	1
Recent	5	7
Out Dated	0	0
Sound		
Excellent	2	2
Fair	6	6
Poor	0	0

WHAT IS MONEY was rated by eight teachers. A majority ranked as high: organization, content, and authenticity. A majority ranked as medium: unit correlation, vocabulary, photography, advertising, acting, interest, date, and sound. No point was ranked as low by a majority of the teachers.

The following are typical statement made by teachers who pre-viewed the film:

Very good on money as a medium of exchange.

Too long for topic. Elementary for high school students.

Seems to be more economic principles involved than would need to be learned in the unit. Would be a very good introductory film.

Credit

The purpose of this unit is to acquaint the student with the extent to which business transactions are dependent upon credit and to familiarize him with the importance of character, capacity, capital, and collateral. The student should be made aware of agencies such as banks, loan companies, and others which lend money to businesses and individuals. The unit should teach the student how to formulate judgments by which he may be guided in his choice of credit agencies.

Films Available

This unit of the General Business course is covered by two films on some phase or phases of credit. The films listed were previewed and evaluated by business teachers.

*INSTALLMENT BUYING
*WHAT IS A CONTRACT

Evaluation of Films

Table VI shows how the films, INSTALLMENT BUYING and WHAT IS A CONTRACT, were rated on all points which were being considered.

INSTALLMENT BUYING was rated by five teachers. A majority ranked as high: unit correlation, organization, content, vocabulary, authenticity, advertising, date, and sound. A majority ranked as medium: photography, acting, and interest. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed this film:

Very good! Explains problems and questions to ask about installment buying.

Highly recommended to be used as an integral part of the unit.

Several of the teachers expressed the opinion that the film should be used as an integral part of the unit to teach installment buying.

WHAT IS A CONTRACT was rated by four teachers. A majority ranked as high: unit correlation, organization, content, vocabulary, authenticity, and sound. The evaluators were equally divided on high and medium in ranking advertising, interest, and date. A majority ranked as medium: photography and acting. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

TABLE VI
EVALUATION OF FILMS ON CREDIT

Points Rated	Installment Buying (5 Raters)		What Is a Contract (4 Raters)	
Unit Correlation				
High	4		3	
Medium	1		1	
Very Little	0		0	
Organization				
Logical	4		4	
Fair	1		0	
Incoherent	0		0	
Content				
Well Balanced	3		4	
Good	2		0	
Superficial	0		0	
Vocabulary				
Very Meaningful	3		3	
Useful	2		1	
Too Difficult	0		0	
Authenticity				
Accurate	4		3	
Generally True	1		1	
Misleading	0		0	
Photography				
Very Good	2		0	
Fair	3		4	
Poor	0		0	
Advertising				
None	5		2	
Very Little	0		2	
Objectionable	0		0	
Acting				
Professional	1		0	
Fair	4		4	
Amateurish	0		0	
Interest				
Excellent	2		2	
Good	3		2	
Fair	0		0	
Date				
Current	3		2	
Recent	2		2	
Out Dated	0		0	
Sound				
Excellent	3		3	
Fair	2		1	
Poor	0		0	

Very good for high school students to see and very practical.

Film gives excellent information concerning vital elements of a contract. The presentation was such that a high school student would enjoy.

The story was told in an interesting and educational way. Would recommend it highly.

Some of the teachers stated that this film could also be used profitably in other units; for example, buying and investments.

Banking

The purpose of this unit is to teach the student about the bank as an institution and how he, as an individual, can make the most advantageous use of the services provided by the bank. Discussion is allotted to commercial, savings, and trust banks, their functions and the laws and regulations under which they operate; banking services, such as loans, checks, bank drafts, cashier's checks, certified checks, and certificates of deposits; procedures in opening a checking account and a savings account and in applying for a loan.

Films Available

For this unit of the General Business course nine films on banking are available. The films preceded by an asterisk were previewed and evaluated by business teachers:

"A" FOR ACHIEVEMENT
BACK OF EVERY PROMISE
*BANKS AND CREDIT
CHECK AND DOUBLE CHECK
FEDERAL RESERVE SYSTEM
FRED MEETS A BANK

HOW BANKS SERVE
PAY TO THE ORDER OF
* USING THE BANK

Evaluation of Films

Table VII shows how the films, BANKS AND CREDIT and USING THE BANK, were rated on all points which were being considered.

BANKS AND CREDIT was rated by six teachers. A majority ranked as high: organization, content, vocabulary, authenticity, photography, and sound. The evaluators were divided equally on high and medium in ranking unit correlation, advertising, and date. A majority ranked as medium: acting and interest. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

An excellent insight into the actual procedures of depositing money and the bookkeeping connected with such transactions. If used in the ninth grade, it probably would be a little difficult for them to understand.

A practical film for General Business.

Some of the teachers expressed the opinion that the film could also profitably be used in other units; for example, credit, money, thrift, and savings.

USING THE BANK was rated by four teachers. A majority ranked as high: unit correlation, organization, vocabulary, authenticity, photography, advertising, date, and sound. The evaluators were divided equally on high and medium in ranking interest. A majority ranked as medium: content. No point was ranked as low by a majority of the teachers.

TABLE VII
EVALUATION OF FILMS ON BANKING

Points Rated	Banks and Credit (6 Raters)		Using the Bank (4 Raters)	
Unit Correlation				
High	3		4	
Medium		3		0
Very Little		0		0
Organization				
Logical	4		4	
Fair		2		0
Incoherent		0		0
Content				
Well Balanced	5		1	
Good		1		3
Superficial		0		0
Vocabulary				
Very Meaningful	3		3	
Useful		1		1
Too Difficult		2		0
Authenticity				
Accurate	5		4	
Generally True		1		0
Misleading		0		0
Photography				
Very Good	4		4	
Fair		1		0
Poor		1		0
Advertising				
None	3		3	
Very Little		3		1
Objectionable		0		0
Acting				
Professional	1		1	
Fair		5		3
Amateurish		0		0
Interest				
Excellent	1		2	
Good		5		2
Fair		0		0
Date				
Current	3		3	
Recent		3		1
Out Dated		0		0
Sound				
Excellent	4		4	
Fair		2		0
Poor		0		0

The following are typical statements made by teachers who pre-viewed the film:

A very good film. Complete description of a bank and operation of a bank.

A good film for unit on banking.

Some of the teachers stated that this film should be used as an integral part of the unit, while others thought that it would be better as a supplement to the unit.

Buying

This unit presents valuable information on buying by the business-man and the consumer. To guide the buyer properly in his purchases, emphasis is placed on quality and suitability of the product and on the need of the buyer. The student is informed about buying services which are at his command, such as consumer guides, government publications, and private publications. The unit also covers some of the forms used in buying; for example, sales tickets, purchase forms, credit memorandums, and many other types of records used in business.

Films Available

Twenty films on buying are available for this unit of the General Business course. The films preceded by an asterisk were previewed and evaluated by business teachers:

AMERICAN PORTRAIT
APPROVED BY THE UNDERWRITERS
BEAUTY FOR KEEPS
*CONSUMER PROTECTION

DATELINE TOMORROW
 FACES AND FIGURES
 FINDING PEOPLE FOR PRODUCTS
 FLAME FOIL FOR CANVAS PROTECTION
 FORMICA STORY, THE
 FROM BRISTLES TO BRUSHES
 GOLFER, THE
 HOW A WATCH WORKS
 LIVING WITH FORMICA
 MR. STUART ANSWERS THE QUESTION
 PAPERBOARD PACKAGING
 RETAILING FISH
 STORY OF LEATHER
 TALE OF THE POWDERED PIG
 *WISE BUYING
 YOUR WAY TO SUCCESS IN SELLING

Evaluation of Films

Table VIII shows how the films, CONSUMER PROTECTION and WISE BUYING, were rated on all points considered.

CONSUMER PROTECTION was rated by eleven teachers. A majority ranked as high: unit correlation, organization, authenticity, photography, advertising, date, and sound. A majority ranked as medium: content, vocabulary, acting, and interest. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

An excellent film to use as supplement in unit on buying. Gives excellent summary of sources of consumer information in buying.

An aid in helping students set up standards for buying.

This film teaches careful consideration in buying. Fine for thrift and savings, also.

Perhaps would have been more meaningful if students had been used in the movie.

TABLE VIII
EVALUATION OF FILMS ON BUYING

Points Rated	Consumer Protection (11 Raters)	Wise Buying (13 Raters)
Unit Correlation		
High	7	13
Medium	4	0
Very Little	0	0
Organization		
Logical	8	11
Fair	3	2
Incoherent	0	0
Content		
Well Balanced	3	4
Good	8	9
Superficial	0	0
Vocabulary		
Very Meaningful	3	7
Useful	8	6
Too Difficult	0	0
Authenticity		
Accurate	9	10
Generally True	2	3
Misleading	0	0
Photography		
Very Good	6	6
Fair	5	7
Poor	0	0
Advertising		
None	8	6
Very Little	3	7
Objectionable	0	0
Acting		
Professional	3	2
Fair	8	10
Amateurish	0	1
Interest		
Excellent	5	9
Good	6	4
Fair	0	0
Date		
Current	10	10
Recent	1	3
Out Dated	0	0
Sound		
Excellent	7	6
Fair	4	7
Poor	0	0

Several of the teachers expressed the opinion that this film could be used to greatest advantage as supplementary material if time permits.

WISE BUYING was rated by thirteen teachers. A majority ranked as high: unit correlation, organization, vocabulary, authenticity, interest, and date. A majority ranked as medium: content, photography, advertising, acting, and sound. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Excellent for teaching students to buy wisely.

Good to bring out "free" service wrapped in package; weak on suggestions of individual needs of family. Excellent for consumer education on determining wise buying for seasonal merchandise.

This film could be used to arouse interest of students in buying the right thing.

Would be especially interesting to girls as it has much to do with showing women's clothing.

Several of the teachers stated that this film could also be used in other units; for example, guidance, personality, and thrift and savings. A few of the teachers thought that it would be a good film for all high school students to see.

Record Keeping

This unit introduces personal and business records. The student is encouraged to keep a record of personal expenses, a record of

appointments, and other records. The student should be taught the common business records; for example, receipts, sales tickets, credit memorandums, purchases invoices, checks, and many others. The books in which these records are kept are presented as the journals, ledgers, and registers for notes, etc.

Films Available

For teaching record keeping in the General Business course, seven films are available. The films which are preceded by an asterisk were previewed and evaluated by business teachers.

- *BOOKKEEPING AND YOU
GENERAL MILLS TODAY
GIFT OF TS'AI LUN—PAPER, THE
HELLO BUSINESS
- *IMPROVE YOUR HANDWRITING
NEW WINGS FOR PUBLISHING
YEAR'S WORK, THE

Evaluation of Films

Table IX shows how the films, BOOKKEEPING AND YOU and IMPROVE YOUR HANDWRITING, were rated on all points considered.

BOOKKEEPING AND YOU was rated by eight teachers. A majority ranked as high: unit correlation, organization, content, vocabulary, authenticity, photography, advertising, and date. A majority ranked as medium: acting, interest, and sound. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who previewed the film:

Very interesting.

TABLE IX
EVALUATION OF FILMS ON RECORD KEEPING

Points Rated	Bookkeeping and You (8 Raters)		Improving Your Handwriting (6 Raters)	
Unit Correlation				
High	8		1	
Medium		0	4	
Very Little		0		1
Organization				
Logical	7		6	
Fair		1	0	
Incoherent		0		0
Content				
Well Balanced	6		4	
Good		2	2	
Superficial		0		0
Vocabulary				
Very Meaningful	6		2	
Useful		2	4	
Too Difficult		0		0
Authenticity				
Accurate	7		6	
Generally True		1	0	
Misleading		0		0
Photography				
Very Good	5		2	
Fair		3	4	
Poor		0		0
Advertising				
None	6		5	
Very Little		2	1	
Objectionable		0		0
Acting				
Professional	0		1	
Fair		8	5	
Amateurish		0		0
Interest				
Excellent	3		3	
Good		5	3	
Fair		0		0
Date				
Current	5		5	
Recent		3	1	
Out Dated		0		0
Sound				
Excellent	3		4	
Fair		5	2	
Poor		0		0

This film is very good as a general insight to the importance of record keeping.

This would be a good film for interest motivation to be a beginning bookkeeping class.

Film is excellent for both record keeping and guidance.

Several of the teachers stated that this film could also be used in guidance and that it would be excellent as an introduction to the unit on record keeping.

IMPROVE YOUR HANDWRITING was rated by six teachers. A majority ranked as high: organization, content, authenticity, advertising, date, and sound. The evaluators were divided equally on high and medium in ranking interest. A majority ranked as medium: unit correlation, vocabulary, photography, and acting. No point was ranked as low by a majority of the teachers.

The following were typical statements made by teachers who pre-viewed the film:

This is an excellent movie to teach the basic fundamentals of writing.

Needed by all students. Could be used in almost any class.

Excellent suggestions to help a student realize how to improve his handwriting.

Some teachers questioned the advisability of showing this film when there are many others which might contribute more to the objectives of the unit, and they recommended the use of the film only if there were a definite need for improvement of handwriting in the class.

Thrift and Savings

This unit teaches thrift of time, money, and materials. The unit covers items which should be included in a personal and family budget, a plan for practicing thrift, and also the forms which are needed for setting up the budget. The attempt is made to teach the many factors that affect the operation of a budget and which may, in turn, necessitate a readjustment. Co-operation of all concerned is taught as essential in budgeting.

Films Available

Four films are available for this unit of the General Business course. The films preceded by an asterisk were previewed and evaluated by business teachers:

BUDGETING—MANAGING THE FAMILY INCOME
WATSON WAKES UP
*YOUR FAMILY BUDGET
*YOUR THRIFT HABITS

Evaluation of Films

Table X shows how the films, YOUR FAMILY BUDGET and YOUR THRIFT HABITS, were rated on all points considered.

YOUR FAMILY BUDGET was rated by eight teachers. A majority ranked as high: unit correlation, organization, authenticity, advertising, and date. The evaluators were divided equally on high and medium in ranking photography and sound. A majority ranked as medium: vocabulary, acting, and content. No point was ranked as low by a majority of the teachers.

TABLE X
EVALUATION OF FILMS ON THRIFT AND SAVINGS

Points Rated	Your Family Budget (8 Raters)	Your Thrift Habits (11 Raters)
Unit Correlation		
High	6	10
Medium	2	1
Very Little	0	0
Organization		
Logical	5	10
Fair	3	1
Incoherent	0	0
Content		
Well Balanced	2	4
Good	6	7
Superficial	0	0
Vocabulary		
Very Meaningful	1	4
Useful	7	7
Too Difficult	0	0
Authenticity		
Accurate	5	6
Generally True	3	5
Misleading	0	0
Photography		
Very Good	4	8
Fair	4	3
Poor	0	0
Advertising		
None	8	9
Very Little	0	2
Objectionable	0	0
Acting		
Professional	0	0
Fair	8	11
Amateurish	0	0
Interest		
Excellent	3	8
Good	5	3
Fair	0	0
Date		
Current	7	10
Recent	1	1
Out Dated	0	0
Sound		
Excellent	4	8
Fair	4	3
Poor	0	0

The following are typical statements made by teachers who pre-viewed the film:

This film certainly shows how one family needs to co-operate to make their budget stretch.

Good for review of the unit as it went through steps of budgeting.

Good for group co-operation and understanding family problems and responsibilities in a plan for own use.

Good film.

Some of the teachers thought that this film could also be used in the units of buying, record keeping, and money.

YOUR THRIFT HABITS was rated by eleven teachers. A majority ranked as high: unit correlation, organization, authenticity, photography, advertising, interest, date, and sound. A majority ranked as medium: content, vocabulary, and acting. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Excellent for teaching savings and thrift to high school students.

One of the best films I have ever seen on budgeting and wise use of income for school students. It relates the budget to actual desires of school children and would hold their interest throughout.

Very appealing to youth as well as grown-ups.

Several of the teachers thought that this film should be used as an integral part of the unit.

Investments

The purpose of this unit is to familiarize the student with such

types of investments as homes, business, stocks and bonds, and insurance. The student should be taught the relationship which exists between the rate of return and the soundness of the investment.

Films Available

This unit of the General Business course is covered by four films. These films are concerned with some phase or phases of investments:

BUILDING AMERICA'S HOMES
MONEY AT WORK
WHAT IS A CORPORATION
WORK OF THE STOCK EXCHANGE

No films were evaluated in this unit.

Insurance

This unit should teach the student something of the many different types of insurance available today, such as life, sick and accident, collision, comprehensive, and fire. After studying insurance, the student should see the need for certain types of insurance, but he should know how to buy it discriminately.

Films Available

This unit of the General Business course is covered by two films. These films are concerned with some phase or phases of insurance. Each film is preceded by an asterisk, which indicates that they were previewed and evaluated by business teachers:

*SEARCH FOR SECURITY
*SHARING ECONOMIC RISKS

Evaluation of Films

Table XI shows how the films, SEARCH FOR SECURITY and SHARING ECONOMIC RISKS, were rated on all points which were being considered.

SEARCH FOR SECURITY was rated by five teachers. A majority ranked as high: advertising. A majority ranked as medium: organization, content, vocabulary, authenticity, acting, and date. A majority ranked as low: unit correlation, interest, photography, and sound.

The following are typical statements made by teachers who pre-viewed the film:

The bad sound may have been the machine rather than the film.

Very poor sound. Does not attempt to teach very much material. Not too good in holding interest.

This film was criticized on such major points as sound, interest, and material. Some teachers questioned whether the film was worthy of use in the unit.

SHARING ECONOMIC RISKS was rated by five teachers. A majority ranked as high: organization, authenticity, advertising, date, and sound. A majority ranked as medium: unit correlation, content, vocabulary, photography, acting, and interest. No point was ranked low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Rated Good! Would consider using. Presentation stuck to the title.

Highly recommended to be used as an integral part of the unit.

TABLE XI
EVALUATION OF FILMS ON INSURANCE

Points Rated	Sharing Economic Risks (5 Raters)		Search For Security (5 Raters)	
Unit Correlation				
High	2		0	
Medium		3		2
Very Little		0		3
Organization				
Logical	4		1	
Fair		1		3
Incoherent		0		1
Content				
Well Balanced	2		0	
Good		3		4
Superficial		0		1
Vocabulary				
Very Meaningful	2		0	
Useful		3		5
Too Difficult		0		0
Authenticity				
Accurate	4		2	
Generally True		1		3
Misleading		0		0
Photography				
Very Good	2		2	
Fair		3		0
Poor		0		3
Advertising				
None	4		3	
Very Little		1		2
Objectionable		0		0
Acting				
Professional	1		1	
Fair		4		4
Amateurish		0		0
Interest				
Excellent	2		0	
Good		3		2
Fair		0		3
Date				
Current	3		1	
Recent		2		4
Out Dated		0		0
Sound				
Excellent	3		0	
Fair		2		1
Poor		0		4

Some of the teachers thought that this film should be used as an integral part of the unit.

Business Ethics

This unit is concerned with getting across to the student a definition of ethics as it relates to employees within a firm and to operators of different firms. Emphasis should be placed on the values of fair play in all dealings.

Films Available

This unit of the General Business course is covered by six films. These films are concerned with some phase or phases of business ethics:

BIG DAY, THE
BY THEIR WORKS
INVISIBLE RECEPTIONIST
SHARE THE PRODUCTION PLAN
STRANGE INTERVIEW
TWO SALESMEN IN SEARCH OF AN ORDER

No films were evaluated in this unit.

Personality

This unit is concerned with traits which make up a good personality, for example, courtesy, enthusiasm, voice, honesty, punctuality, ambition, tact, and determination. The main objective is to get the students to improve those traits on which they might be rated low.

Films Available

This unit of the General Business course is covered by six

films. These films are concerned with some phase or phases of personality. The films preceded by an asterisk were previewed and evaluated by business teachers:

*EVERYDAY COURTESY
 *HOW TO BE WELL-GROOMED
 RIGHT APPROACH, THE
 SELLING YOUR PERSONALITY
 YOU CAN TELL BY THE TELLER
 YOUR TELL-TALE VOICE

Evaluation of Films

Table XII shows how the films, HOW TO BE WELL GROOMED and EVERYDAY COURTESY, were rated on all points which were being considered.

HOW TO BE WELL GROOMED was evaluated by four teachers. A majority ranked as high: unit correlation, organization, vocabulary, authenticity, interest, and date. The evaluators were divided equally on high and medium in ranking content, advertising, and sound. A majority ranked as medium: acting and photography. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who previewed the film:

Excellent for business training also should emphasize cleanliness more.

A film that would be very important in teaching importance of grooming to personality.

Good for all students to see as it brings in points that teachers have difficulty in talking to the students about.

Some of the teachers thought that this film could also be used in the units on guidance and business ethics.

TABLE XII
EVALUATION OF FILMS ON PERSONALITY

Points Rated	How To Be Well-Groomed (4 Raters)		Everyday Courtesy (7 Raters)	
Unit Correlation				
High	4		6	
Medium		0		1
Very Little		0		0
Organization				
Logical	4		5	
Fair		0		2
Incoherent		0		0
Content				
Well Balanced	2		2	
Good		2		5
Superficial		0		0
Vocabulary				
Very Meaningful	4		4	
Useful		0		3
Too Difficult		0		0
Authenticity				
Accurate	3		5	
Generally True		1		2
Misleading		0		0
Photography				
Very Good	1		3	
Fair		3		4
Poor		0		0
Advertising				
None	2		6	
Very Little		2		1
Objectionable		0		0
Acting				
Professional	0		1	
Fair		4		6
Amateurish		0		0
Interest				
Excellent	3		3	
Good		1		4
Fair		0		0
Date				
Current	3		1	
Recent		1		6
Out Dated		0		0
Sound				
Excellent	2		4	
Fair		2		3
Poor		0		0

EVERYDAY COURTESY was rated by seven teachers. A majority ranked as high: unit correlation, organization, vocabulary, authenticity, advertising, and sound. A majority ranked as medium: content, photography, acting, interest, and date. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Since courtesy is lacking by many high school students, this should be a film that could be of great benefit.

Good film. Not too childish for high school students.

Very good film for teaching manners.

Better for younger people than juniors and seniors.

Several of the teachers expressed the opinion that this film should be used as an integral part of the teaching unit. One teacher stated that the film could also be used in a homeroom guidance class to a good advantage.

Guidance

In this unit emphasis is on helping the student choose the right course for his future. The unit covers such topics as "know yourself; know the occupations; know how to fit yourself for the occupation you choose."

Films Available

Ten films are available for this unit of the General Business course. The films preceded by an asterisk were previewed and evaluated

by business teachers:

- *CHOOSING YOUR OCCUPATION
DUTIES OF A SECRETARY, THE
EARNING MONEY WHILE GOING TO SCHOOL
HIDDEN WORLD, A
- *HOW TO KEEP A JOB
LIFE INSURANCE OCCUPATIONS
QUARTERBACK, THE
STEP HIGH
WHAT'S AN OFFICE ANYWAY
WHAT MAKES A FINE WATCH FINE

Evaluation of Films

Table XIII shows how the films, CHOOSING YOUR OCCUPATION and HOW TO KEEP A JOB, were rated on all points which were being considered.

CHOOSING YOUR OCCUPATION was rated by seven teachers. A majority ranked as high: unit correlation, advertising, and interest. A majority ranked as medium: organization, content, authenticity, photography, acting, date, and sound. No point was ranked as low by a majority of the teachers.

The following are typical statements made by teachers who pre-viewed the film:

Helpful for guidance in helping students decide on an occupation

Medium—a fair film.

This film was suitable for guidance, but I don't believe it was as good as HOW TO KEEP YOUR JOB. Film should be shown during the senior year instead of in General Business.

Some of the teachers thought that this film could be used to a better advantage in school group guidance rather than in a unit on guidance in general business.

TABLE XIII
EVALUATION OF FILMS ON GUIDANCE

Points Rated	Choosing Your Occupation (7 Raters)		How To Keep A Job (8 Raters)	
Unit Correlation				
High	5		6	
Medium		2		2
Very Little		0		0
Organization				
Logical	1		7	
Fair		6		1
Incoherent		0		0
Content				
Well Balanced	0		4	
Good		7		4
Superficial		0		0
Vocabulary				
Very Meaningful	2		5	
Useful		5		3
Too Difficult		0		0
Authenticity				
Accurate	2		7	
Generally True		5		1
Misleading		0		0
Photography				
Very Good	0		4	
Fair		7		4
Poor		0		0
Advertising				
None	5		8	
Very Little		2		0
Objectionable		0		0
Acting				
Professional	0		2	
Fair		6		6
Amateurish		1		0
Interest				
Excellent	4		5	
Good		3		3
Fair		0		0
Date				
Current	3		3	
Recent		4		5
Out Dated		0		0
Sound				
Excellent	2		4	
Fair		5		4
Poor		0		0

HOW TO KEEP A JOB was rated by eight teachers. A majority ranked as high: unit correlation, organization, vocabulary, authenticity, advertising, and interest. The evaluators were divided equally on high and medium in ranking content, photography, and sound. A majority ranked as medium: acting. No point was ranked as low by a majority of teachers.

The following are typical statements made by teachers who pre-viewed the film:

Good film for guidance.

Film would be especially helpful to high school students.

The film would be very good to review the unit on guidance. Would show the student what not to do on the job and would appeal to the students because of the youth of the actors.

Some of the teachers mentioned other units in which they thought the film could be used, as in business ethics or personality.

Arithmetic Fundamentals

This unit deals with the fundamental processes in arithmetic. In it the teacher presents all types of problems requiring applications of the fundamental processes to the solution of business problems.

Films Available

This unit is covered by three films:

LANGUAGE OF GRAPHS, THE
PER CENT IN EVERYDAY LIFE
WHAT ARE FRACTIONS

No films were evaluated in this unit.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

The problem in this study was to classify and evaluate films that may be used as an aid in teaching General Business in high school. Each film was related to one of the sixteen units in the General Business outline of topics taken from the four Tennessee adopted textbooks.

The film descriptions were taken from listings provided by distributors of film, producers of film, business magazines, and various other sources. A list was prepared of all films which seemed to relate to any of the General Business topics. These films are presented alphabetically with film data, summary, sources, and the unit in which each film is classified in Chapter IV.

Films for preview and evaluation were used from the University of Tennessee Extension Film Library at Knoxville and shown to business teacher groups ranging in number from four to seventeen teachers. The teachers, after previewing each film, evaluated it on eleven points which are considered important from the standpoint of film selection and use. Tables showing how the teachers evaluated each film are presented in Chapter V.

Table XIV was constructed to show the total films included in this study, the number of films available for each unit in the General Business course outline, and the number of films evaluated in each unit

TABLE XIV

FILMS CLASSIFIED BY GENERAL BUSINESS UNITS

Units	Films Available	Films Evaluated
Business Relationships	20	2
Transportation	21	2
Communication	20	2
Filing	3	2
Money	4	2
Credit	2	2
Banking	9	2
Buying	20	2
Record Keeping	7	2
Thrift and Savings	4	2
Investments	4	0
Insurance	2	2
Business Ethics	6	0
Personality	6	2
Guidance	10	2
Arithmetic Fundamentals	3	0
Totals	141	26

of the General Business outline. A total of 141 sound motion films were available for all units in the General Business course outline of topics. The transportation unit has the greatest number of films, with twenty-one listed as being related to the unit. Communication, buying, and business relationships closely follow transportation in the number of related films. Insurance, credit, arithmetic fundamentals, and filing are the units which seem to be least adequately covered in terms of the number of films available.

A total of twenty-six films were evaluated, two in each of thirteen of the total sixteen units. No films were evaluated in the following units: investments, business ethics, and arithmetic fundamentals. Of the twenty-six films evaluated, fourteen were rated as high and twelve as medium by a majority of the business teachers. No films were rated as low by a majority of the business teachers. The complete tabulation of final evaluations is given in Table XV.

Recommendations

The following recommendations are made from this study:

1. A similar study should be made of films available and their relation to the topics in an economics course on the high school and college levels.
2. This study should be continued until more films are evaluated for each unit covered and the three units for which no films were evaluated.
3. Detailed descriptions should be prepared for each film in General Business so that teachers may plan the complete unit

TABLE XV

SUMMARY OF FINAL EVALUATIONS OF FILMS

Name of Film ^a	No. of Raters	Final Estimate ^b		
		H	M	L
What is Business	7	2	5	0
Distributing American Goods	10	4	6	0
Driving Economically	4	1	3	0
On the Track	4	4	0	0
Your Postal Service	6	6	0	0
Writing Better Business Letters	5	1	4	0
Motion Study Applied to Letter Indexing	14	0	14	0
Filing Procedures in Business	17	10	7	0
Know Your Money	8	6	1	1
What is Money	8	2	6	0
Installment Buying	5	3	2	0
What is a Contract	4	3	1	0
Using the Bank	4	4	0	0
Banks and Credit	6	2	4	0
Wise Buying	13	9	4	0
Consumer Protection	11	6	5	0
Bookkeeping and You	8	6	2	0
Improve Your Handwriting	6	1	5	0
Your Family Budget	8	2	6	0
Your Thrift Habits	11	8	3	0
Sharing Economic Risks	5	2	3	0
Search For Security	5	0	3	2
How to be Well Groomed	4	3	1	0
Everyday Courtesy	7	4	3	0
Choosing Your Occupation	7	0	6	1
How to Keep a Job	8	5	3	0

^aFilms are listed in the order of the units in Chapter V.

^bH, High; M, Medium; L, Low.

of work around those films that are found most effective.

ORANGE CREST

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CRIMINALS

APPENDIX A

Dear Sir:

Mr. Robert Parham a graduate student of the University of Tennessee, Knoxville, Tennessee, and I are conducting a research study on the analysis and evaluation of films for use in teaching general business and distributive education in the high school. This study is being done under the supervision of the Department of Business Education, University of Tennessee.

Would you please send me your catalog of films and any additional information that you may have relating to general business and distributive education films?

Data such as the following will be compiled on each film and made available to general business and distributive education teachers throughout Tennessee:

1. Sources of the film
2. Sale and/or rental price
3. Cost of transportation
4. Summary of the film
5. Length of the film
6. Availability of guide or dialogue
7. Relation of film to teaching outline of general business and distributive education topics

Any help which you can give me on this study will be greatly appreciated.

Yours truly,

Stephen M. Johnson

Title: _____

FILM EVALUATION SHEET

Teaching Unit: _____

Evaluated By: _____EVALUATION

- | | | | |
|---------------------|------------------------------|--------------------------|-------------------------|
| 1. Unit Correlation | <u> </u> High | <u> </u> Medium | <u> </u> Very Little |
| 2. Organization | <u> </u> Logical | <u> </u> Fair | <u> </u> Incoherent |
| 3. Content | <u> </u> Well Balanced | <u> </u> Good | <u> </u> Superficial |
| 4. Vocabulary | <u> </u> Very Meaningful | <u> </u> Useful | <u> </u> Too Difficult |
| 5. Authenticity | <u> </u> Accurate | <u> </u> Generally True | <u> </u> Misleading |
| 6. Photography | <u> </u> Very Good | <u> </u> Fair | <u> </u> Poor |
| 7. Advertising | <u> </u> None | <u> </u> Very Little | <u> </u> Objectionable |
| 8. Acting | <u> </u> Professional | <u> </u> Fair | <u> </u> Amateurish |
| 9. Interest | <u> </u> Excellent | <u> </u> Good | <u> </u> Fair |
| 10. Date | <u> </u> Current | <u> </u> Recent | <u> </u> Out Dated |
| 11. Sound | <u> </u> Excellent | <u> </u> Fair | <u> </u> Poor |
| Final Estimate | <u> </u> Highly Recommended | <u> </u> Suitable | <u> </u> Objectionable |

In which unit do you think this film would best fit?

That mentioned above . Other _____

How film should be used:

- To introduce unit.
 As an integral part of unit.
 To supplement unit.
 To review unit.

COMMENTS

FRANKLIN D. ROOSEVELT

APPENDIX B

FILMS IN GENERAL BUSINESS

In the film descriptions in Chapter IV, the sources of the film descriptions are shown by abbreviations. The key to the abbreviations is given in this section. The abbreviations are listed in alphabetical order.

ABA	American Bankers Association
AFI	Association Films, Incorporated
AFR	American Film Registry
BEVA	Business Education Visual Aids
BEW	Business Education World (The months are abbreviated by first letters with exceptions of Ja-January, Je-June, Mr-March, and Ma-May)
BS	Balance Sheet (Same as explained for BEW)
CF	Castle Films
CIF	Coronet Instructional Films
DES	Distributive Education Service for Tennessee
EBF	Encyclopaedia Britannica Films, Incorporated
EFG	Educational Film Guide
GE	General Electric Motion Pictures
GM	General Motors Corporation Films
IP	Ideal Pictures Corporation
JBE	Journal of Business Education (Same as explained for BEW)
MTFF	March of Time Forum Films
MTPS	Modern Talking Picture Service
SWPC	South-Western Publishing Company
UBEA	United Business Education Forum (Same as explained for BEW)
WVBE	West Virginia Business Education Catalog

SOURCES OF FILMS

Films Listed	Films Evaluated	
1	0	Aetna Casualty and Surety Company, Publishing Education Department, Hartford 15, Connecticut
1	0	Aluminum Company of America, Motion Picture Depart- ment, 801 Gulf Building, Pittsburgh, Pennsylvania
1	0	Allis-Chalmers Manufacturing Company, Advertising and Industrial Department
3	0	American Bankers Association, 12 East 36th Street, New York 16, New York
1	0	American Express Company (Try local company)
21	0	American Telephone & Telegraph, Information Department, Film and Display Division, 195 Broadway, New York 7, New York (Try local Bell System Telephone offices)
1	1	Association of American Railroads, School and College Service, Transportation Building, Washington 6, D. C.
1	0	Automobile Manufacturers Association, 320 New Center Building, Detroit 2, Michigan
2	0	Bates Fabrics, Incorporated, 30 Vessey Street, New York, New York
1	0	British Consulate General, First National Bank Building, Detroit, Michigan
1	0	Bureau of Communication Research, 13 East 37th Street, New York 17, New York
4	1	Business Education Visual Aids, 330 West 72nd Street, New York 23, New York
1	0	Byers Machine Company, 199 Sycamore Street, Ravenna, Ohio
2	1	Castle Films, Incorporated, R. C. A. Building, Rockefeller Center, New York 20, New York

Films Listed	Films Evaluated	
3	0	Caterpillar Tractor Company, 1937 Walker Street, Peoria, Illinois
3	0	Civil Aeronautics Administration, Audio-Visual Training Aids Staff, Washington, D. C.
1	0	Continental Illinois National Bank and Trust Company of Chicago, Chicago 90, Illinois
1	0	Co-operative League of United States of America, 23 West 45th Street, New York 19, New York
26	17	Coronet Instructional Films, 65 East South Water Street, Chicago 11, Illinois
1	0	Crowell Collier Publishing Company, 250 Park Avenue, New York, New York
1	0	The Daily Tribune, Royal Oak, Michigan
3	0	Dictaphone Corporation, 420 Lexington Avenue, New York 17, New York (Try nearest branch)
1	0	Doninger & Company, Incorporated, David D., Public Relations Department, 303 Fifth Avenue, New York, New York
1	0	Eastern Airlines, Incorporated, 10 Rockefeller Plaza, New York, New York
4	2	Encyclopaedia Britannica Films, Incorporated, 20 North Wacker Drive, Chicago 11, Illinois
1	0	Films, Incorporated, 330 West 42nd Street, New York 18, New York
2	0	Formica Company, The, 4615 Spring Grove Avenue, Cincinnati 32, Ohio
3	0	French National Railroads, Information Division, 610 Fifth Avenue, New York 20, New York
1	0	General Electric Company, Distribution Section, 1 River Road, Schenectady 5, New York (Apply to nearest branch)

Films Listed	Films Evaluated	
4	0	General Mills, Incorporated, Film Library, 400 South Avenue, South, Minneapolis 1, Minnesota
4	1	General Motors Corporation, Department of Public Relations, Film Section, 3034 West Grand Boulevard, Detroit 2, Michigan
1	0	Hammermill Paper Company, Advertising Department, Erie, Pennsylvania
2	0	Ideal Pictures, 26-34 East 8th Street, Chicago 5, Illinois
1	0	Institute of Life Insurance, 60 East 42nd Street, New York New York
2	0	International Films Bureau, 6 North Michigan Avenue, Chicago 2, Illinois
1	0	Iowa Manufacturing Company, Cedar Rapids, Iowa
3	1	March of Times Forum Films, 369 Lexington Avenue, New York 17, New York
1	0	Martin Machine Company, The Glen L., Baltimore Maryland
1	0	Massachusetts Development and Industrial Commission, 20 Somerset Street, Boston 8, Massachusetts
1	0	Milwaukee Road, The, C. C. Dilley, Advertising Agent, 516 West Jackson Boulevard, Chicago 6, Illinois
6	0	Modern Talking Picture Service, 9 Rockefeller Plaza, New York, New York
1	0	Nash-Kelvinator Corporation, Film Section, 1425 Plymouth Road, Detroit, Michigan
1	0	National Association of Manufacturers, 11 West 49th Street, New York 20, New York
1	0	National Bible Press, Film Loan Library, 239 South American Street, Philadelphia, Pennsylvania

Films Listed	Films Evaluated	
1	0	Ohio Leather Company, Girard, Ohio
1	0	Philadelphia Textile Finishers, Ford Street, Norristown, Pennsylvania
1	0	Remington Rand, Incorporated, Systems and Methods Research Department, 315 Fourth Avenue, New York 10, New York
1	0	Reynolds Metal Company, Motion Picture Department, 831 South 12th Street, Louisville 1, Kentucky
2	0	Savings Bank Association of State of New York, Motion Picture Division, 110 East 42nd Street, New York 17, New York
1	1	Tennessee Valley Authority, Chief Engineer's Office, Knoxville, Tennessee
1	0	United States Department of Commerce (Try nearest field office)
1	0	United States Department of Defense, Military District of Washington, Washington 25, D. C.
1	0	United States Department of Interior, Fish and Wildlife Service, Washington 25, D. C.
2	0	U. S. Rubber Company, Advertising Department, 1230 Avenue of Americas, New York 20, New York
1	0	United States Secret Service, Washington, D. C.
36	25	University of Tennessee Extension, Film Library, Box 8540, University Station, Knoxville, Tennessee
1	0	Veneer Association, The, 2637 South Troupe, Chicago, Illinois
1	0	Vernard Organization, The, Educational Films, 702 South Adams Street, Peoria, Illinois