COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

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INFORMATION NOTE

The Changing Coast (12-1/2 minutes)

This film is the contribution of England and Wales to the series Physical Geography for Schools, produced by co-production of the Brussels Treaty Powers. It is intended for use in Secondary Schools for pupils from 12 to 15 years old.

The film shows the continuous action of the sea upon the coast, the changes brought about by the movements of the earth itself, erosion by the sea, the building up of land by the movement of the sea, showing also the effect of currents in changing its outline, and finally a recapitulation of the film showing those parts of the British Isles where erosion and accretion are most pronounced.

Les Eaux Souterraines (Underground Waters)(19 minutes)

This film is intended for use in geography teaching in secondary schools, to pupils of from 12 to 15 years. The familiar water cycle is revised, and the film then goes on to show underground drainage, the origin of hot springs, fissures in limestone and other phenomena, and the final sequences show the exploration by speleologists of an underground water system.

Kepler und sein Werk (Kepler and his work) (17 minutes)

This film was produced by the Federal Republic of Germany as one of a series of films made in co-production by the Brussels Treaty Powers on the subject "Great Europeans" and is intended for use in Secondary Schools for pupils of from 12 to 15 years old.

It shows us the life of Johannes Kepler, and his scientific achievements. Originally destined to be a theologian, he was attracted to the sciences and interested himself in research

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in order to discover the laws governing the movements of the planets. Despite a troubled life, he sought always for the harmony which rules in the universe, and founded the modern science.

The Structure of the Cell (20 minutes)

In this film, which is intended for the higher school grades, we are shown by means of electronics, microphotography and animated cartoons, the structure of the living cell. The differences between animal and vegetable cells, the growth in complexity of the cell as its functions become more specialised and the way in which it moves are shown in some detail. In the final sequences we are shown the reproduction of the cell, the hereditary functions of the chromosomes and living bacteria.

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1. In speaking about the proposed Physics film project I would first like to refer to the work of the Films Committee. One important aspect of their work has been international co-production of educational films.

Over the last ten years or so a number of series of films have been produced:-

(a)	Physical Geography Series	: a series of 5 films
(b)	Great Europeans	: a series of 7 films
(c)	History of Modern Science	: a series of 7 films
(d)	Language films and films about teaching languages	: a series of 8 films
(e)	The Living Cell	: this series of 12 films is now in production

In all about 40 films have been produced by international co-operation. The general method of production has been that each co-operating country has produced one film in an integrated series - on completion all the films are available to all member countries.

The measure of the success of the films is the extent to which teachers use them. And many of the films have achieved a wide distribution. For example, about 2,500 copies of the Physical Geography films are being used - this represents an audience of about 2.5 million pupils a year in European schools.

Not all projects have been equally successful but we have learned a lot about how to make films on an European basis.

Science, or subjects with a scientific basis, have probably been the most successful - probably because broadly speaking the same facts are taught in the same way in most countries.

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2. Turning now to the proposal for a major project for Physics teaching.

In most countries a great deal of thought is being given to the content and methods of science teaching. In America curriculum study committees have examined Chemistry. Physics and Biology. Material has been produced for new courses - and this material has included films as a main instrument, a series of 140 films has been produced for Biology teaching for example.

In Europe individual countries have also been studying this problem of the changing face of science and O.E.C.D. has had it under consideration for some time. We need to look at the need for teaching films in the light of these developments. The fact is that for today's teaching the coverage of films is inadequate and many are out-of-date. We need:-

(1) The curriculum. Here there is obviously an advantage in co-operating with O.E.C.D. and making use of their curriculum study and preparatory work. The place to start may well be the 4 year course which they have considered (from 12 years - 14 years upwards).

(2) Review existing films in each country - selecting those which are up-to-date, re-editing where necessary.

(3) Draw up a scheme for the international co-production of the remainder. The cost of producing these films would be borne by the member countries - we would also look to Industry for financial support, which, in a project of this nature, we would be likely to receive.

(4) The final stage would be making all the films available to member countries - each country should be responsible for making its own version, although we would hope that the Council of Europe would help finance the making of foreign versions as they are doing with the "Living Cell".

This is an ambitious programme. It might well take five years to complete, but we would, at the end, have a modern and worthwhile series of films available to all European schools.

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