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Poitier Shows Teachers What Films Can Do

one-and-a-half years of formal dents. education, dramatically testified to the teaching power of films before an audience of teaching nuns. priests and lay people. He said the film, now being on two education-theme nums is one of the few that gives the controversial 'Black board

light of Fordham University's for people not familiar with make classroom life miserable fifth annual film-study confer-nee, Poltier ranged from how Negro family involved with the just-released "To Sir, With movies had taught him to use problems familiar to everyone" can give members of his race clusive to Negroes. more dignity.

when I was young," Poitier re-called of his childhood in the Bahamas, where he had to leave there were places like Texas typed Negroes in them. and California.

10. Films came into my life in developing a positive imagery as they did in that film-every again in New York, when I was about the Negro and to pick thing's all right." 16. I was alone and I went to those films that would make theater in Harlem as often Negroes more positive about as I could and I learned so being a Negro." many things that helped me to

get along. I learned how to dial cial films, which gives you some to make solely because he would idea of the great educational have a role as a Negro cowvalue of films if they're used for education." for education."

film conference, directed by the to the building of the West, Rev. John M. Culkin, S.J., is to although there is a fascinating aid educators in adapting com- book called "The Negro Cowmercial films to classroom use. boy.' I also did the film be-Prior to Poitier's talk, the au- cause it gave me an opportunity dience had viewed his "Raisin to give a hero imagery to Negro

New York - Sidney Poitier, in the Sun," which—it was re-children who love Westerns." the Academy Award-winning vealed by a show of hands - During his appearance before most had shown to their stu-the more than 500 assembled During his appearance before the more than 500 assembled educators, Poitier commented

He said the film, now being on two education-theme films

the telephone to how movies rather than with problems ex- teacher who wins over an un-

And the Negro, he added, "I onlysaw Westerns because must be able to see films that that's all that was available give him "a more positive image

school to help support the fam-ily. "But I was able to learn Poitier noted. "I remember things from films. For example, sliding down in my theater seat. was able to learn geography feeling ashaned of some of the slighter problems than the rom them. Films taught me things I saw that had stereo-ghetto school in 'Blackboard from them. Films taught me things I saw that had stereo-

"I have tried to use films as "That was when I was about an educational medium to help up a teacher's pregnant wife-

> Poitier confessed that he tioon it by name. "But no one

The purpose of the Fordham knows the Negro contribution



"I didn't care too much for Blackboard Jungle,'" he said, but not for the reasons it was "This is especially important attacked: namely, presenting a bor the young Negro people," bad image of U.S. education. "That film tends to make us

excuse schools which have

Jungle.' In other words, the film made it appear that as long as the students don't beat

Sidney Poitier as a teacher in "To Sir, With Love." out of seeing this, you feel Sir" (based on an autobiographsomehow that mankind is pretty ical novel by E. R. Braithwaite, marvelous. I am tired of coming now U.N. ambassador from out of movies feeling yecchh!" Guiana) it has been described

This comment drew one of TV's "Today" show as "a movie

role-in a film that is bouncy to be fairly tolerant of the and upbeat despite its slum set- adult-type downbeat films now

the loudest rounds of applause that reminds you of what really He said he took the "To Sir" from the audience, considered warm good movies are like."

In the film, Poitier decides ting and the ill-mannered stu- in vogue. Despite the seemingto put aside the usual book a telephone by watching movies. made one film that "I was not dents he must face-"because ly easy manner in which Poitier lessons and gets through to the These were ordinary commer- fond of" but which he agreed I think that when you come wins over the students in "To Cockney students by treating

Musical, Film Program For Summer Students

A program of special events for students attending tional Catholic Communications the summer session at Nazareth College began the past Centre in Toronto, writing in weekend with a film, "The Prisoner," starring Alec Guiness, presented Friday even

ning in the new Arts Center. This was the first in a film also invited to attend the Sum is an important film in that series which will include "Yan- mer Festival to be held on the it is an attempt to give some kee Doodle Dandy" on the Motherhouse grounds July 6 answer to the lack of commu-Fourth of July; "On the Water-front" on Friday, July 14; "The

Mozart Story" on July 21, and "Shadows Over Chinatown on July 28.

vear.

Simon Comedy The first of four summer concerts was presented Sunday evening—a Beethoven program Slated at T&C by Wilber Schnitker, pianist, who has been studying at the Eastman School of Music this

Neil Simon's cornedy hi "Barefoot in the Park" opens schnitker, who holds a Mas-ter of Music degree from the house with Vivian Blaine and cency because the film seems July 18 at Town Country Play-

University of Michigan, is on Brian Kelly starred. sabbatical leave from Muskin-Vivian Blaine, the TV and gum College in Ohio, where he

them as the adults they erroneously think they are-stressing their needs for adult manners, adult dress and adult "survival training," ranging from cooking to culture.

by film critic Judith Crist on

Commented Bonnie Brennan, executive director of the Na-"The Canadian Register"

"'To Sir, With Love' is not a Summer school students are great work of film art, but it nication between the adult and teenage world . . .

> "On a deeper level this film has much to say to use about the Christian virtue of true love and respect for the individual. It doesn't hit the audience over the head with a cudgel on this point. It simply states it.

"If the audience leaves the to say that all the teenagers needed was to conform to adult

ociety, then perhaps





