

"Proving Up"

WARTIME training demands have produced profound changes in traditional instructional techniques. Foremost among these is the extensive use of a wide range of comparatively new teaching materials commonly referred to in the armed forces as training aids and in public education, as audio-visual aids. Motion pictures, radio, transcriptions, film strips, lantern slides, models, mock-ups, simulated training devices, stereoscopes, posters, photographs, charts, and graphs are the basic physical materials classified as audio-visual instructional tools.

Success in the prewar educational use of these materials and the "proving up" of their values in the armed forces' training experiences clearly indicate that, when properly used by teachers in the light of good pedagogical procedures, they constitute an educational development potentially as significant as the invention of the printing press.

Teachers and administrators need to develop basic understandings of the many problems entailed in properly selecting and utilizing learning aids. Much can be gained by studying the experiences of the armed forces in using training material. We need to examine successful audio-visual departments in actual operation and to analyse the administrative problems in rural and metropolitan areas, in large school districts and in small, in colleges and universities, and in secondary and elementary schools.

Curriculum needs must be of first consideration when providing audio-visual materials. Audio-visual instructional tools should



(Official U. S. Navy Photograph)

The sand-table goes to war.

implement the curriculum—never dictate it. Unless this basic concept is thoroughly understood and strictly adhered to, confusion and costly errors inevitably result.

From the teachers' standpoint, use of audio-visual materials requires understanding and applying sound instructional practices. Contrary to popular belief, their use does not make teaching easier, but it does make teaching more interesting and more effective. Colleges and universities must provide courses for the in-service training of teachers as well as for those students expecting to teach. They must use these materials extensively if their offerings in audio-visual education are to be more than lip service.

The following articles are all written by practitioners—men and women who work daily with the things they are talking about. Limitations of space preclude the presentation of *everything* that might be written on the broad subject of audio-visual education. Rather, it is our purpose that what is said on these pages may serve as a springboard for your thinking and action and thereby speed along education's own "proving up" in this important area.

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