

# See Here!

## What IS Audio-Visual Learning?

From the time we first awaken in the morning we are influenced by our ability to learn with our eyes and with our ears. This is the means through which we can effectively understand our environment. When we apply this means of learning to our formal classroom situations we learn most effectively, because when we see and when we hear—we know.

The current war has shown to us the possibilities of enriching our learning situations with equipment and with materials which will allow us to see more and to hear more about our environment which must be made meaningful to our children if they are to be educated.

Today thinking administrators and teachers realize that we must do more to make the social and natural environment meaningful to the children we educate.

Anything we can do to bring knowledge of that environment into the classroom will assist in establishing more valid understandings. To do this we must investigate the contribution of the mounted picture, the blackboard, the bulletin board, the filmstrip, slides, models, exploded views, and the more spectacular visual equipment which too often we allow to occupy the center of the stage—the modern sound motion picture projector and the films it carries.

It is our aim to investigate the extent to which the presently accepted materials of visual instruction can help to make more graphic, more easily retained, and more interesting those socially desirable learning experiences we as teachers wish to bring to the children of America.

We are well past the time when we should formulate plans for audio-visual education in terms of free materials. Audio-visual communication via good teaching equipment is here. It is here to stay as a working part of our classroom environment.

We, therefore, have passed beyond the point of emergency appropriations, P. T. A. gifts, service club sponsorship, scrap paper drives and other precarious policies of financing audio-visual education. Now that audio-visual materials must become an integral part of teaching techniques, more solid budget provision must be made. Only insofar as audio-visual materials enjoy a budgetary status comparable to that which other school equipment enjoys can the program of audio-visual learning approach full effectiveness.

Isn't it, then, high time that we also examine the financial cost of a well-coordinated program of audio-visual education in our schools and make necessary budgetary provisions for it?

These are the purposes of SEE and HEAR.

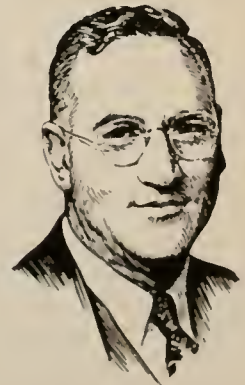
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