Audio-visual techniques for enrichment of the curriculum

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AUDIO-VISUAL TECHNIQUES FOR
ENRICHMENT OF THE CURRICULUM
A U D I O - V I S U A L 
T E C H N I Q U E S 
For Enrichment of 
the Curriculum

by
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and
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INTRODUCTION

THIS BOOK is a real contribution to modern education, both in its theory, and in its practice.

The authors’ conception of audio-visual enrichment is not a narrow-minded attitude, but “entails a grasp of the inter-relationship of various areas in the curriculum and the careful selection of these aids which are so potent in enriching them.”

This broad meaning of audio-visual enrichment does not restrict itself to elementary and secondary schools, but it is also good for pre-school education as well as for adult education beyond secondary institutions, regardless of the curriculum. As the authors say, “Audio-visual enrichment means the realization that one area cannot be taught alone, that this integration and enrichment must cause the learning experience to become vital, human, sensory, through related areas.”

All these areas will appeal to children, youths, and adults on the basis which Dr. Thomas M. Balliet (former Dean of the N.Y.U. School of Pedagogy) called sensory-motor training, illustrating the well-known principle that all impressions (stimuli) strive for expressions (doings), and lead to reflective and creative thinking.

According to the authors, the term “audio-visual aids” includes not only the motion picture and the lantern slide, but a rich store of all materials for educational stimuli from A to Z, such as anaglyphs, aquaria, blackboard-chalk, bulletin
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boards, cartoons, charts, clubs, comics, costumes, creative achievements, dancing, dioramas, demonstrations, discussions, dolls, dramatics, field trips, filmstrips or filmslides, flat pictures, furniture, graphs, illustrated talks, kodachrome slides, live animals and plants, maps, miniature stage-sets, modeled figures, murals, nature specimens, objects, photographs, pictures (plain and colored), radio, relics, sandbox scenes, school “movies,” stamps, stereographs, story-telling, tableaux, television, terraria, vectographs, and visits to the zoo!

Our authors claim that children from their first birth to their “second birth” (at the age of 14 years), youths from 14 to 21 years, and adults from 21 years up should be trained and educated as a whole by means of all available audio-visual and other sensory-motor aids, designated for the simultaneous development of hand, heart and head; and all leading to a wise world in the near or distant future, since “a nation without vision must perish,” to use the Biblical expression.

In other words, the authors are trying by their multiferous audio-visual aids to avoid that education which was narrow and one-sided, exercising and developing certain abilities and human attributes at the expense of the rest. The avowed aim of the writers of this book is to point the way to the best possible means of education for World Citizenship.

The practical side of this book is still more interesting, and its merits include almost all the good hints offered by great educators to help the students learn their lessons more
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economically and efficiently, beginning with Comenius’ *Orbis Pictus* up to the most recent book on visual aids published today.

This book is full of practical examples of the uses of specific aids, and advice on where to obtain help in acquiring audio-visual materials, plus a careful and useful glossary. The authors offer, also, six practical points to bear in mind in selecting and using audio-visual aids; fourteen values of audio-visual aids when effectively used in teaching; and five dangers to avoid in using audio-visual aids.

This book should be in the hands not only of good teachers in all grades from kindergarten to university, but also should be consulted by all others who are interested in helping to develop a modern, ideal and useful American culture and civilization.

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