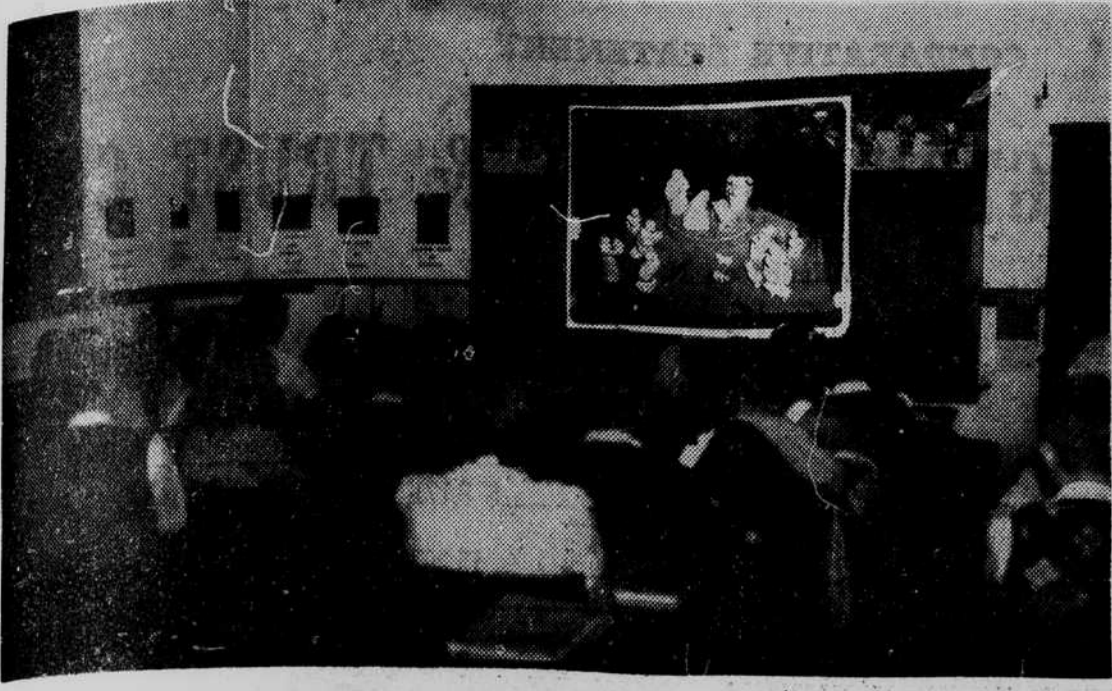


THEY LEARN BY SEEING AND DOING



New Hanover county's school system, one of the pioneers in modern, audio-visual education, has proven beyond all question that use of the motion picture and study by the act of "doing", such as making exact models, are tops when it comes to constructing juvenile minds. More than 20 motion projectors are being used almost daily in the county's schools, most frequently in the classrooms, as the photo at left, taken recently in Lake Forest school, shows. At right, a High school class studying Latin supplements its formal studies with models, made by students. One, a miniature volcano, actually erupts smoke and flame!

Motion Pictures Accelerating Instruction In Public Schools

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New Hanover Educational System Pioneered Audio-Visual Work In State

The following article, prepared by the Star-News staff, is the fifth of a series offered by the newspaper discussing some of the lesser-known phases of work being carried on in the New Hanover public schools. Today's article tells of the work being done in the interesting field of audio-visual education and how intelligent use of motion pictures is enabling teachers to cover a greater field of knowledge more interestingly and more effectively than through the more conventional means.—Editor.

When the Army and Navy, confronted with the monumental task of giving highly technical training to masses of men in preparation for war-time tasks, turned to the field of the motion picture they simply were adopting on a grand scale a means of teaching that had already won acceptance from professional educators years and years ago. It has been estimated that the two military branches, together with their many subdivi-

sions, accomplished via the medium of motion pictures some phase of training of every soldier and sailor to wear a uniform in World War II. That probably is no exaggeration.

Now that the war is over and the training reports are being studied in the light of the worth of various types of instruction employed to teach the armed forces, the consensus is that the motion picture camera made a tremendous contribution. Educators are not surprised, and least of all, educators in New Hanover county aren't a bit surprised.

The use of motion pictures as an instrument of class instruction has been an integral part of the county's school system for at least eight years in the grade schools, and considerably longer than that in New Hanover High school. Fact is, New Hanover county's school system has been a leader among the 100 counties in North Carolina in the pioneering and development of audio-visual education, as professionals know the use of motion pictures in its relation to educational work.

Every generation of school children, as far back as anyone living today can remember, has used "pictures" to augment class work. The old slide projector—still in use, too, by the way—to impress some particular phase of study

upon the juvenile mind is an example. But the use of the motion picture projector with films especially prepared for educational work—and carefully coordinated with prescribed study courses—is something comparatively new.

"Movies," as the youngsters will insist upon calling the use of motion pictures in classroom work, are a part of this county's school teaching from first grade through senior year in High school. The younger the pupil the simpler the text of the film; the older the pupil, the more complex the text. Films for schools, like textbooks, are prepared for definite objectives and for age-groups.

Nothing Hap-Hazard There is nothing haphazard about the work being carried on here. Nothing, at any rate, is left to chance. The school board, through the superintendent of schools, employs a full-time department head to supervise the work. The High school, functioning somewhat independently of the county schools department, though in close collaboration, also has an instructor in charge of audio-visual work.

In New Hanover High school for instance, there is a film being shown every class-hour of each day, four days a week! In the grade schools there isn't an hour of the school day when one or another of the classes below the

Ninth grade isn't having an educational film shown!

Films aren't the only instruments of audio-visual education, as employed in this county, but they do constitute the greater part of the work being carried on in the field. Modeling, for one thing, is considered a part of the program. And so-called field-trips to see some particular industry or type of occupation at first-hand is another means of teaching under the audio-visual program. But for the purposes of this article, and as a matter of record, the use of the motion picture projector is the No. 1 method by which the program is carried out here.

That the program is closely coordinated with textbook lecture work goes almost without saying. Take an example from the High school's system:

Each Spring, classroom teachers get together in round-table discussion and with Principal T. T. Hamilton, Jr., begin making plans for the next school-year's work. At hand, with his catalogues of educational films and other pertinent data, is the school's director of visual education. As teachers outline the forthcoming year's study courses, the film catalogue is consulted.

"We'll be studying Peru about Nov. 1," one teacher says.

The film catalogue is consulted, and under Peru is found a list of educational films, including such topics as mining, agriculture, people, customs.

Source of Films Films are checked and cross-checked and finally teachers around the table, whose next year classes will study something about

Peru, decide on two or three, or more, films pertinent to the country and the study-courses about it. These films, when the whole list is completed, are "ordered" from the State university film library, on a rental basis. Or perhaps they are drawn from the county's own school film library located in Isaac Bear school. Dates of showing are included and a minute schedule of distribution to the various classes is pre-arranged.

The following November, as per schedule, the first of the Peru films arrives for showing. Making its rounds in the various classes, the film is re-packed and sent back to the library. The rental fee is almost insignificant.

The same system, generally speaking, applies to the selection under the school superintendent. There are 20 sound film projectors in the county's grade schools.

"There's nothing left to chance in selecting films to show to the youngsters," Mrs. Bennett explains.

"Individual teachers and school principals are constantly making suggestions and recommendations. If, in their opinion, a film isn't all it's supposed to be, we don't use it thereafter. If one film is considered superior, for its purpose, over another, our department learns of it very quickly and our future actions are governed accordingly. The result is that today we have an excellent, albeit still-too-small, library of films, owned outright by the county," Mrs. Bennett says.

Teachers don't depend upon audio-visual education, including the sound film, as the exclusive

element—or even the principal element, for that matter—in teaching a course. To quote Mrs. Bennett:

"Audio-visual education has become an outstanding modern aid to teaching. With this means of learning applied to our normal classrooms, learning takes place most effectively, because when we see and when we hear, we know."

Continuing on her favorite subject, Mrs. Bennett says:

"Because of the widespread misinterpretations of audio-visual instruction, it should be worthwhile to consider the value of such a program in our schools. Audio-visual education permeates all instruction. It is a part of a teaching method designed to aid in the presentation of materials—knowledge, concepts and ideas—in literature, science, history, geography, health, art, music, shopwork and other fields, so that they are more easily and clearly understood and appreciated."

Use of the films, it has been indisputably demonstrated here, is proof of the adage "Learn by seeing."

Educational Surveys

Although no formal surveys have ever been undertaken in New Hanover county, tests made in New York City schools, for instance, have established that a 12-year-old student learns 25 to 50 per cent more rapidly, and nearly 20 per cent more thoroughly, in his formal teaching is supplemented by motion pictures. In due time, the Army and Navy will no doubt release statistics of their motion picture teaching in service schools, and the results may be more spectacular than those learned in New York's public schools.

With the retarded ent—the student who for some unfortunate reason seems unable to keep up with his class—Q. level—audio-visual education has been a God-send, not only for pupil but for teacher and society as well.

Educators here are enthusiastic about the future of audio-visual education, and almost unanimously they agree that the work should be expanded as quickly as conditions and finances will permit. Some see the day not far distant when as much as 50 per cent of all classroom teaching will be carried out through the medium of the sound motion picture. And others, projecting their imaginations ahead even further, envision a day when television broadcasts will be a regular part of classroom work.

After all, they point out with undeniable logic, the radio has come into the school as an education aid. Television is simply another form of radio broadcast—visual as well as audible.

One relatively new means of augmenting school foreign language instruction—foreign speech recordings—has not yet made its debut in New Hanover schools.

Both the Army and Navy made excellent use of these records during the war. Difficult as Chinese is, for instance, there are on record cases where servicemen mastered a working knowledge of the language in 12-week courses. Those naturally, were far more concentrated than would be practical in the regular schools, but teachers here have been definitely impressed by the record and they want a chance to try the system some day soon.

"I expect the day is not far distant when High school language classes will be supplemented with recordings of the language, spoken with the tongue's true accent and presented to the student, much as the Army taught its soldiers," one language teacher declared.

Meanwhile, audio-visual education is going ahead with impressive steps with the motion picture projector and reels of celluloid doing more real teaching, in one sense, than a dozen instructors could accomplish in something little short of a lifetime.

La Guardia To Receive \$10,474 Annual Pension

NEW YORK, Jan. 5.—(AP)—An annual pension of \$10,474 for former Mayor F. H. LaGuardia—who will become a radio commentator at an estimated \$100,000 a year—was announced today by his successor, Mayor William O'Dwyer.

In the event of La Guardia's death, his wife would receive a cash payment of \$10,000 and \$10,000 annually during her lifetime. During a long career in public office the former mayor paid about \$77,128 into the city pension fund, or nearly half the amount he now is eligible for.

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STATEMENT OF CONDITION, DECEMBER 31, 1945 (Compared With Statements At The Close of 1943 and 1944)

RESOURCES

	Dec. 31, 1943	Dec. 31, 1944	Dec. 31, 1945
Cash on Hand and Due from Banks	\$13,712,566.87	\$14,524,237.83	\$17,487,592.34
United States Bonds and Notes	18,050,298.31	26,116,099.48	34,828,254.86
State of North Carolina Bonds	1,094,180.63	977,211.75	1,106,014.51
County, Municipal and General Market Bonds and Notes	2,584,409.32	2,561,147.54	3,472,915.51
Stock in Federal Reserve Bank	45,000.00	48,000.00	57,000.00
Loans and Discounts	6,408,840.99	8,046,008.14	10,437,399.85
Banking Houses and Equipment, Less Depreciation	64,195.21	547,252.77	521,960.11
Other Resources	181,597.09	147,109.33	191,886.56
TOTAL RESOURCES	\$42,141,088.42	\$53,567,066.84	\$68,103,023.74

LIABILITIES

	Dec. 31, 1943	Dec. 31, 1944	Dec. 31, 1945
Deposits	\$40,334,571.72	\$51,655,123.67	\$65,724,148.81
Capital Stock	800,000.00	800,000.00	1,000,000.00
Surplus	700,000.00	800,000.00	900,000.00
Undivided Profits	84,964.60	135,677.29	154,714.89
Reserves for Taxes, Interest, Etc.	105,763.78	133,691.92	259,957.81
Unearned Interest and Discount	47,990.46	42,573.96	50,433.23
Other Liabilities	67,797.86		13,769.00
TOTAL LIABILITIES	\$42,141,088.42	\$53,567,066.84	\$68,103,023.74

Member of Federal Reserve System Federal Deposit Insurance Corporation

This Bank has no loans to its Directors, Officers or Employees