

Saettler Chapter Summary

Chapter 5: The Rise and Decline of The Visual Instruction Movement

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- I. Adult Education Movement: Forerunner of Visual Instruction
 - A. Early Forms in the United States
 - 1. New England Town Meeting
 - 2. the Lyceum
 - a. Massachusetts - 1826
 - I. founded by Joseph Holbrook
 - ii. lantern slide popular medium of instruction
 - 3. the Chautauqua
 - a. founded by John H. Vincent & Louis Miller - 1874
 - I. lantern slide used extensively
 - 4. the community public libraries
 - 5. extension education
 - 6. commercial or proprietary schools
 - 7. Young Man's and Women's Christian Association
 - 8. Other lecturers
 - a. John L. Stoddard - 1880's
 - I. still pictures for travel lectures
 - b. Elias Burton Holmes
 - I. as a child spellbound by Stoddard
 - ii. successful and famous by 1909
 - iii. published his travel lectures in fifteen volumes
 - iv. his own film-processing laboratory and lantern slide factory
 - v. significant contributions
 - popularization of illustrated lectures
 - early source of film for the classroom
 - II. Impact of the Early School Museum Movement
 - concerted effort to cooperate with the public schools
 - increasing fulfillment of the instructional function was acknowledged - 1880
 - opening of the Metropolitan Museum of Art in New York City
 - museums declared to be social instruments for the educational progress for the masses
- A. Early Museum Instructional Programs
 - 1. Davenport (Iowa) Academy of Sciences - 1878
 - a. arranged a cooperative instructional program with the Davenport Public Schools
 - b. 1904 half of the curator's salary paid by the school board
- B. Museums of Arts and Sciences
 - 1. instructional programs in cooperation with public schools, colleges and universities
 - a. Fogg Art Museum of Cambridge, Ma
 - I. worked with Harvard in the early 1900's
 - b. The Field Museum of Natural History of Chicago
 - I. worked with the Chicago Public Schools - 1911
- C. American Museum of Natural History - 1869

1. outstanding example of museum instruction
 - a. 1880 - Albert S. Bickmore - illustrated lecture for teachers
 - b. 1904 - nature-study collections distributed to schools
- D. Philadelphia Commercial Museum
 1. Edward Brooks, school superintendent
 - a. idea following the 1893 Chicago Colombian Exposition
 - b. secure exhibits from the exposition by Dr. Wm. P. Wilson of Chicago
 - c. museum began in 1900
 - d. circular that announced lectures and classes of 1924/25 references visual instruction
 - e. 1905 - Pa. state legislature appropriated \$25,000 for its works
 - f. 1925/26 school teachers appointed to museum staff
- E. St. Louis Commercial Museum
 1. 1905 first administrative unit for instructional media in a public school system
 2. Carl G. Rathman, assistant superintendent aware of instructional potential of exhibits
 - a. 1904 Louisiana Purchase Exposition
 - b. September 13, 1904 school board authorized Rathman to purchase instructional materials
 - c. April 11, 1905 museum opened in an old building
 - d. 1927 museum was wrecked by tornado
 - e. Rathman began a nationwide tour, appealing for aid
- F. Reading Pa. Public Museum and Art Gallery
 1. 1908 second museum designed solely to provide instructional materials to the schools
 2. Levi W. Mengel, school teacher visited in 1904 the St. Louis Louisiana Purchase Exposition
 3. 1905 Reading public schools received 2000 items from exhibits
 4. 1907 Reading Board of Education approved organization of materials and approved 3 fl of a building
 5. 1908 the museum opened
- G. Cleveland Educational Museum
 1. the third museum established in 1909
- III. The First Visual Instruction Department of Bureaus
 - A. 1886 education department for the state of New York
 1. legislative appropriation to encourage visual instruction
 2. appropriations totaled as much as \$50,000
 - B. 1904 New York state organized the first visual instruction department
 1. built the largest collection of lantern slides
 - C. 1910 University of Texas - bureau of visual instruction
 - D. by 1914 other visual instruction departments established
 1. University of Indiana
 2. Iowa State College
 3. State University of Iowa
 4. University of Kansas
 - F. by 1920, six more visual instruction departments had been formed
- IV. Early Visual Instruction in City School Systems
 - A. three distinct phases
 1. the school museum movement
 2. the organization of slide libraries
 3. the establishment of educational film libraries

B. Most intriguing history

1. Chicago slide library - 1895

- organized by a group of principals
- independent of the board
- each donated \$25 to a slide fund
- eventually nearly half of the Chicago Public Schools were members
- 1917 the complete collection of 8,000 slides were given to the Chicago Board of Education

V. Early National Survey of Visual Instruction

A. conducted by F. Dean McClusky by 1923

1. Cost of Visual Instruction
2. Types and Amount of Visual Materials and Equipment
3. Distribution Methods

-circuit

-special-order

4. Non departmentalized Visual Instruction

- a visual department with a visual education committee composed of teachers and administrators
- similar to first, committee members were representative of a group of teachers and principals
- confined to individual school, responsibility rested with principal/teacher of school

VI. Theoretical Rationale For the Visual Instruction Movement

A. National Education Association (NEA) 1886

B. William G. Bagley - 1906

C. John Adams - 1910

D. Joseph J. Weber - 1928

E. Charles F. Hoban - 1937

F. Edgar Dale - Cone of Experience

1. influential after World War II

VII. A Decade of Growth

A. 1918 - 1928

1. formal credit courses
2. professional organizations
3. professional journals
4. systematic research studies
5. administrative units in public schools, colleges, universities and state departments of education
6. movement on sound basis when US Bureau of Education donated hundreds of surplus war film

VIII. Professionalization of Visual Instruction: Development of National Organizations

A. First National Visual Instruction Organizations

1. 1919, five organizations established, two short lived, one lost national status, one served for 12 years, one survives

B. The National Academy of Visual Instruction

C. The Visual Instruction Association of America

D. NEA Department of Visual Instruction

IX. Judd Committee: The First Formal Assessment of the Visual Instruction Movement

A. Will H. Hays, President - Motion Picture Producers and Distributors of America (MPPDA)

1. appeared before the general assembly of the 1922 NEA summer convention in Boston
2. pledged support of the resources of the motion picture industry

- A. Subcommittees Formed - Charles H. Judd - University of Chicago
 - 1. The Judd Committee Summary Report
 - 2. The Judd Committee and Commercialism
- X. National Visual Instruction Organizations Merge
 - A. Early Barriers to Merger
 - B. The Merger Movement
 - C. First Officers
- XI. Teacher Education in Visual Instruction
 - A. First Teacher Education courses
 - B. Important Surveys
 - 1. The Dorris Survey
 - 2. The McClusky National Survey of 1923
 - 3. The National Academy of Visual Instruction Survey
 - 4 The Balcom Survey
 - 5 Later Surveys
 - C. Visual Instruction Courses
 - 1. Classification of Visual Instruction Courses
 - 2. Organization of Visual Instruction Courses
 - 3. Scope and Content of Visual Instruction Courses
 - D. State Department of Education
 - E. University Extension Divisions
 - F. Four-year Institutions
 - G. Early Teacher Education Conferences
- XII. Early Visual Instruction Journals
 - A. Reel and Slide and Moving Picture Age
 - B. The Screen
 - C. Educational Film Magazine
 - D. Visual Education
 - E. Visual Review
 - F. The Educational Screen
 - G. Visual Instruction News
 - H. Film and Radio Guide
- XIII. Early Visual Instruction Textbooks and Guides
- XIV. Visual Education during World War II
 - A. informed individuals worked to influence industry and the armed services
 - B. these organizations needed highly trained workers quickly
- XV. Decline of the Visual Instruction Movement
 - A. leaders in the field became uneasy with the labels attached to new media
 - B. dissatisfaction with the traditional conceptual rationale
 - C. communications orientation began to influence a new conceptual framework
- XVI. Concluding Assessment
 - A. by McClusky
- XVII. Relationship of the Visual Instruction Movement to Educational Technology
 - A. a small specialized movement separated from educational technology
 - B. references to the visual instruction movement rarely appear in histories of educational practices

C. discontinuity of the vi movement with the discipline of educational technology can best be illustrated by developments in programmed instruction

1. Montessori developed devices during the first decade of the century
2. Sidney Pressey and others a decade later began their experiments with programmed instruction