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AN EVALUATION AND PRESENTATION OF AN
ADEQUATE PROGRAM OF VISUAL EDUCATION
FOR A THEOLOGICAL SEMINARY

BY

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I DEDICATE THIS WORK TO THE BUILDING
OF THE KINGDOM OF GOD UPON EARTH FOR ALL MEN.

IT WAS MADE POSSIBLE THROUGH THE UNTIRING
EFFORTS OF MY WIFE, MY SON AND HIS AUNT HOPE.

"PRAISE GOD FROM WHOM ALL BLESSINGS FLOW."

AMEN.

Gift of the author.

May 25, 1948

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INTRODUCTION

INTRODUCTION

A. Introduction

It is with keen interest that this subject of Visual Aids is presented. The writer has enjoyed the work of compiling data as well as actually working in this field. This is not a new subject to the writer as he has been actively employed as a professional movie operator for several years. He has seen the tremendous value it can have if employed correctly. He has also been able to witness the terrible abuse of Visual Education. It is not with a sense of complete knowledge that this work is undertaken. It is felt that much work must yet be done and that the surface, as far as Visual Education in Theological Seminaries is concerned, has just been scratched.

This work is offered because of a deep concern for a program of Visual Education in the Biblical Seminary in New York. Such a program, as here outlined, would prove invaluable in preparing its students and graduates for a better ministry for our Lord. It is with this prayer that this work has proceeded. If it is not being done for His sake, then all is lost. We have been blessed with the facilities to make His Word known. Let us be true to our obligations.

B. The Need for an Evaluation of Visual Aids
in Theological Seminaries

The growing demand for Visual Education in our local churches has revealed the need for a course on this subject. The most logical institutions for the churches to seek assistance from in solving this problem, would naturally be the educational and teaching departments, the Seminaries, Bible Schools and Colleges. The church has suddenly been aroused to the wonderful opportunity it has in Visual Education. Some churches feel that the church is years behind in this field. These churches are willing to accept the position of pioneer. But then again, they find themselves handicapped since their leadership is inadequately trained. Then these churches look to the Seminaries for a solution. When enough appeals come it is discovered that the Seminaries have also been lacking in leadership, courses and an adequate program of Visual Education. Those Seminaries which have seen this dilemma have sought to include a course on Visual Education as part of their curriculum. The Seminaries thus seek to strike at the roots of the problem by enriching their graduates with this Visual Education. Some Seminaries have not yet been aroused to the need. There are many reasons why courses are not given on Visual Education in our Seminaries. Some of these problems arise from inadequate faculties---the lack of funds and financial backing, the need for special rooms for projection purposes,

and the fact that the administration of such a program requires a staff of workers who are familiar with the field of education, religion, projection machines and their proper use. To find such a combination of diverse abilities and to combine them into a harmonious team is also a major reason why Seminaries do not have Visual Aids courses.

It is therefore proposed in this thesis to survey what the American and Canadian Theological Seminaries are doing in the way of teaching Visual Aids. To ascertain this information a questionnaire has been prepared. We shall seek to present an adequate program of Visual Education which may be adaptable to the Biblical Seminary in New York. After the survey has been made we will attempt to select the best materials for our purposes --- proposing possible lines of development for the proper training of teachers of Visual Education. How to finance such a program will be given special attention in the following chapters.

C. The Need for a Philosophy of Visual Education

To understand some of the views pertaining to this field it will be helpful to review the church's attitude.

The church has been employing a Philosophy of Visual Education through the medium of its stained glass

windows. The church has also sought to instruct its people by having the church building and structure symbolic. The church throughout the centuries has employed drama and art to visualize and to present religion to the people. But these have not been enough. They appealed to the human emotions and understanding, and religion is more than this. The church has been employing a special kind of Visual Education. The church should continue to use these methods but it should also seek ways and methods whereby it can widen its range and appeal. The church as an institution plays a vital part in the total educational system of a nation. The church has fathered the arts and sciences into shaping civilization of nations. "Those who know the full story of Visual Education recognizes the forceful role visual methods can play in shaping our civilization."¹

D. Short History of Motion Picture Projection Machine

A short review of the development of the motion picture projector will be helpful at this point. The modern motion picture machine "is the distant descendant of Kircher's "Magica Catoprica", the first lantern projector to be successful. Its invention in 1640 was only the beginning of a long chain of events which preceded the first

.

1. Bell and Howell Company, "Teaching Eternal Truths", p. 2.

public showing of a motion picture over 250 years later."¹ Pestalozzi advanced the psychological basis for visual instruction by saying, "All learning begins with a sense of perception."² Roget discovered the principle of "Persistence of Vision", which is "the principle which underlies the motion picture".³ "In 1829 Daguerre and Niepce invented photography . . . and sixty years later Edison originated the motion picture. Equally important was the discovery by the Reverend Hannibal Goodwin for making celluloid. This medium made it possible not only to record original impressions, but later to project these images at split second intervals. Until 1906 no two people in this infant industry did anything alike. There were a dozen different film widths, and many sizes and types of film perforations. Then in 1907, the Bell and Howell Company was organized and began to build equipment for a film 35 millimeters wide."⁴ The 16 mm camera and projector was produced in 1923 and proved successful because of several factors, "with 16 mm 'safety' film, fire hazards were eliminated . . . equipment became less costly . . . and the reduced size and weight made the equipment more convenient to handle."⁵

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1. Bell and Howell Co., "Teaching Eternal Truths", pp. 2,3.
2. Ibid
3. Ibid
4. The use of the abbreviation "mm" is used to designate one millimeter, or $\frac{1}{25.3937}$ of an inch. This abbreviation will be employed from this point on in this thesis.
5. Bell and Howell Co., "Teaching Eternal Truths", p. 3.

From this point on the industry has developed to hugh proportions. This short review of the development of the motion picture projector and camera brings along with it a definite pattern for the Philosophy of Visual Education. We will now proceed to look at this more closely.

E. Findings of Visual Aids Experts as to Rules of Practice

1. It is recognized as a fact that Visual Educational aids have power as factors in worship. "A picture in a worship service is not worship, but if the picture helps to bring the people into the mood which leads them to worship, then it has rendered a holy service."¹ But it can do more than this.

- a. Visual Aids may create atmosphere.
- b. These aids build attitudes
- c. These aids may inspire.
- d. They may motivate.

2. It may be difficult to use Visual Aids effectively. A few suggestions as to the philosophy and attitude are in order at this point.

- a. Make prayerful preparations, a reverent approach will enrich the worship for others.
- b. We may need to establish a new mind. Older people are prone to scorn the use of Visual aids for worship. They think of pictures only as entertainment.
- c. The imagination may need to be stimulated because of the important role it plays in full appreciation of pictures in worship.
- d. More time and effort should be given to preparation, selection, and presentation for every service where Visual Aids are used.

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1. Rogers and Veith, "Audio Visual Aids in Church", p. 3.

3. When choosing visual materials for worship the following factors should be considered:

- a. Select materials for the help they may offer in achieving the experience of worship for all the members of the worshipping group. Do not choose material which is for the worship programs of adults and present this to children.
- b. Select those aids which will fit into your unified program. Do not procede backward by selecting the materials first and then the program. Know what objectives are in mind and then select the materials.
- c. Select materials which will come into the service of worship as naturally and as smoothly as possible.
- d. Vary the types of media to fit the needs. Projected pictures may be used effectively and in other instances flannel-graph and black board work may prove effective.
- e. Select materials of high technical quality.
- f. Consider the time element in your choice. Do not run over time and then rush through the climax of the worship service.
- g. See that the pictures are of the proper size for effective group viewing.
- h. Select and add the best material to your library.

Edgar Dale has summarized the above philosophy when he writes, "The motion picture can build attitudes. It has power to create moods, to form an outlook, to portray emotion, can be used to build indelible impressions, impressions which become a part of the emotional life of the individual".¹

In considering the need for a philosophy of Visual Education it must not be overlooked that Visual Education does not seek to set itself apart from the regular

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1. Edgar Dale, "The News Letter", October, 1944.

curriculum but must be an integral part of the whole educational system.

4. Visual Education should be:

a. A unified part of the total curriculum.

There should be a wider adoption of visual instruction as an aid in courses and study. Many Seminaries, churches and schools lack this philosophy toward Visual Education.

"The vast majority of schools have no organized program of visual instruction. This condition is sometimes due to lack of sufficient interest on the part of school officials. Many otherwise well-informed teachers fail to recognize the significance and advantages of visual instruction."¹

This has been stated again from another point of view,

"Every effort is being made to convince individual school districts that the materials placed in the audio-visual centers are actually a part of the curriculum materials."²

b. Visual Education is not a subject all its own.

It has great value in its method but when it is used in relationship to other subjects, it increases the value of itself and also the subject being studied. The Visual Education method is theoretically sound. In practice it may fall short, just as regular education does. For instance, modern education has a major weakness called, "Verbalism". This weakness has been defined by Dr. Charles F. Hoban as, "Verbalism is the generic term applied to the use of the

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1. Vernon G. Damerson, "Film and Radio Guide", Dec., 1945, p. 32.
2. James McPherson, "Film and Radio Guide", Dec., 1945, p. 37.

words without the application of their meaningful content, or the meaningful content of the context in which they are used. It is to eliminate this "Verbalism" from the results of school instruction that this book is written."¹

Part of the solution of "Verbalism" lies within the scope of Visual Education, as Dr. Hoban says,

"The solution of the problem of verbalism lies in the introduction of concrete teaching materials as the basis of experience out of which may develop the meaningful generalizations and insights which are objectives of teaching. Therefore if school instruction is to become more meaningful, visual aids must be used to enrich and vary the pupil's concrete experience."²

It must constantly be kept in mind that Visual Aids are not ends in themselves but must be means to the end of providing teaching material that is more meaningful and more concrete. This increases the value of Visual Education as well as the subject being considered. Rogers and Vieth realize the tremendous value of having the right thinking and the proper usage of words when they write, "There is power in words when they are full meaning for the hearer, but not when the hearer does not have them tied up with concrete experiences of his own."³

To use Visual Aids alone means to misuse it. Visual Aids should be used to create action and motivation. Visual Aids should develop interest to such an extent that

1. Zisman Hoban, Jr., "Visualizing the Curriculum", p. 3.
2. Ibid, p. 9.
3. Rogers and Vieth, "Visual Aids in the Church", p. 25.

action is stimulated. Quite obviously, sensory aids captivate interest. They do this in several ways:

- (1) These aids are usually novel.
- (2) They allow freedom from normal restrictions.
- (3) They are easy to understand and master, because they are concrete.
- (4) They cause the learner to immediately focus his entire attention on them.
- (5) Some provide an opportunity to handle and manipulate things.
- (6) They satisfy immediately curiosity aroused by them.
- (7) They further appeal because they do not completely satisfy.
- (8) Audio-Visual Aids stimulate to further activity.¹

When we keep some of the above facts in mind it is easy to conclude that Visual Education is not a subject isolated from other fields. This principle can be applied especially to the church and its curriculum. The Seminaries should be interested enough to use the Visual Education field as an aid in Religious Education.

c. Some fallacies of Visual Education

Before one begins to think of Visual Education as the wonderful cure for all ills, it would be advantageous to consider some of the pitfalls which are ever present. These can best be summarized by listing them as follows:

- (1) The use of Visual Aids without leadership is a hollow and mechanical device.
- (2) Visual aids materials do not teach themselves. They are only to be used. More harm than good might result by an unwise use of materials.

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1. McKown and Roberts, "Audio Visual Aids to Instruction", p. 23, 24.

- (3) They should be used only when there is a real purpose for their use and particular need.
- (4) They should be in place and ready for use at just the right moment when needed.
- (5) They do not always present exactly what we wish them to do.
- (6) They are not a cure-all but may be "a most effective means of inculcating such extremely important concepts as tolerance, ethical conduct, democratic ideals, and international understanding."¹
- (7) There is danger in merely, "showing a film". This danger should be overcome by "using a film".
- (8) The use of the Visual Aid media accentuates the importance of the teacher. Someone has said, "The film is the instructor's assistant, not his substitute and not his master."
- (9) The film will be more effective if there is a follow-up, and outgrowth, a project.
- (10) Many churches accentuate the verbal and minimize the visual, whereas the most good is devised when the opposite is done---to accentuate the visual and minimize the verbal.
- (11) Always prepare the group for what is to come. Therefore a preview by the teacher is advised. This will create a readiness in the students and they will react with new interest.
- (12) Visual Aids may not be the best means of educating children under certain conditions. Perhaps objects, specimens, models, charts, posters, flat pictures, auditory aids and even field trips might be more effective. Check the materials used and seek those more effective---select those most natural to the group, interesting, concise, comprehensible, concrete, clear and understandable.
- (13) Avoid the spectacular. Watch for undesirable advertising or propaganda.
- (14) Ask yourself, does it suggest new materials, problems, questions, implications, applications?
- (15) Review to make certain the material it presents is reliable and authentic.

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1. Vernon G. Dameron, "Film and Radio Guide", Dec., 1945, p.32.

- (16) From the educator's point of view there is no such thing as a "visual education program". There is only an educational program. In the broad range of the Church's activities in the community there is only the "total program of the church", which involves religious, social and missionary education, the evangelical outreach of the church, and all its other services. This means that the Visual Education Program is a fallacy. There is not and must not be a Visual Education Program as a separate entity. "Instead, there should be a judicious use of visual aids to the total program. They should never become an end in themselves but should be used only as they will increase the effectiveness of specific phases of the church's educational, social or religious program."¹ Therefore, it is of the utmost importance that visual materials be selected with a view to supplementing and enriching the printed lesson materials or verbal presentations. They should be used to stimulate interest, clarify obscure passages, inspire pupils with a new and vivid concept of a Biblical character or church hero. They should also shape and change attitudes harmful to the spiritual welfare of a group, develop sympathetic understanding or foreign mission work, people and social problems and to stimulate a desire to help solve some problem on the mission or home field.
- (17) Visual Aids can be used for social studies, discussion groups, and to awaken a group to their civic responsibilities.
- (18) It can also present recreational films for cultural and entertaining purposes.

"To sum up---the church has a job to do; a curriculum to present; a program to carry out. In the attainment of these goals, Visual Aids, used purposefully, can be most effective aids."²

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1. Religious Film Association, Inc. Catalogue, 1947, p. 7.
2. Ibid., p. 8.

In concluding this section on some of the fallacies of Visual Education we could paraphrase the above sentence and say what is true of the churches is also true of the Theological Seminaries. Both have a job to do, and Visual Aids can be used to help do that job more effectively.

F. Definition of Terms

To limit the vast field before us and to define terms will now be the task undertaken. Naturally, to seek to limit such a proposed study to Theological Seminaries would be to completely eliminate all the work being done in other fields. At present there is very little in the way of printed materials for the use of Visual Aids in churches. There is still less in the way of printed materials for the use of Visual Aids in Theological Seminaries. We will have to seek out the best materials being prepared for the churches and out of these select materials which can be adopted for a Theological Seminary. Our field is unique in its own right but it certainly has a uniqueness which lends itself to other fields. Our field of Visual Education is pioneering into an unknown region. It is still in the experimental stages as far as some of the scholars of education are concerned. However, we can be assured that when this servant is handled rightly, the results are well worth the efforts put forth to keep Visual Aids in the church and in the Seminary.

The term, "Audio-Visual Aids" will be used synonymously with the terms "Visual Aids" and "Visual Education". All of these terms will, "encompass almost the entire field of illustrative materials, visual aids, sound aids, and the various combinations of the two."¹ It should be noted, however, that pageantry, drama and stage presentations are to be excluded from our particular thesis. These are also audio-visual media, but it is intended to deal more with the use of projected pictures by illumination, as well as flat poster pictures. We are to understand the term "Audio-Visual Aid" from the point of view which emphasizes visual as the major part and audio as the minor part. This position seems to be in accord with many of the best authorities on the subject. Therefore, although "Audio" appears first in the term, we shall place the major emphasis on the word "Visual". It will not be possible to cover or to mention the tremendous work being done in the field of black and white television, color television, the talking book, the stereophonic or three-dimensional sound machine. "Visual Education is not a fad or a frill but a most significant educational development."² Visual instruction simply means the presentation of knowledge to be gained through the 'seeing experience'.³

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1. Ellsworth C. Dent, "The Audio-Visual Handbook", p. 1.
2. McKown and Roberts, "Audio-Visual Aids to Instruction", p. 14.
3. Dorris, A.V., "Visual Instruction in Public Schools", p. 6.

G. Proposed Objectives

In order to ascertain the general direction we are traveling, it is wise to keep in mind some of the following objectives:

- (1) We are seeking to obtain a perspective in the field of Audio-Visual Aids suitable for teaching in the Theological Seminary and consequently in the local churches.
- (2) To make clear the basic principles governing the successful use of visual materials as effective media in the church field, especially through trained Seminary graduates.
- (3) To discover and to apply the best and the most successful techniques in the use of these aids.
- (4) To provide students with an understanding of the best and most common sources of the various types of audio-visual aids.
- (5) To show the effectiveness of some of these aids by actual demonstration in classes and in the Visual Aids room.

H. Conclusions

This new art of communication has grown from an infant to a giant in one generation. The churches and the Theological Seminaries cannot be indifferent to a force of such great social and religious magnitude. The motion picture has power for good as well as for evil. The church should become the steward in the wide use of this most significant aid to Religious Education. The motion picture can be used as the ally or as the enemy of the church. Let us endeavor to use it as our servant and friend.

"God's gifts to men lays upon the church the obligation to use whatever means may be most effective in the accomplishment of His purpose."¹ The choice is ours. What we do about Visual Education now may change the educational progress of the church and make it one of the major factors in the life of our nation. God has given us this media to transfer the thoughts of the Bible and the printed page into living realities in the hearts of men.

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1. I.C.R.E. Bulletin #901, "Visual Method in the Church", 1947.

CHAPTER I

TECHNIQUES AND PRINCIPLES OF PRACTICE

CHAPTER I
TECHNIQUES AND PRINCIPLES OF PRACTICE
IN VISUAL EDUCATION

A. Introduction

Chapter I will discuss some of the phases of work now being done in the field of Visual Education by some local churches. The chapter will be divided into two parts: One, Techniques of Visual Education, and Two, Principles of Practice.

In part one some of the techniques used by local churches and the types of programs they present will be briefly reviewed. These programs produce certain advantages and disadvantages for the church and often create problems.

In part two some of the basic principles of practice for the use of Visual Education will be reviewed. These principles have been developed through experiences gained from the techniques described in part one, and from the experience of the leaders in this field. For a successful program their advice should be followed.

B. Part One

Techniques of Visual Education

1. Introduction

Practically every church has tried a program of Visual Education. Some of these programs have been successful, whereas others have failed. There are many factors which can make or break a program. What these factors are will be discussed as this work proceeds.

2. Visual Education Techniques Used by Some Local Churches

A few of the local churches were visited to ascertain the techniques employed.

a. The First Community Church of Great Neck, Long Island has a Visual Education minded minister, the Reverend Warren E. Darnell. He is ably assisted by Mr. Charles DeBevois who is the director of the Young People's Society of Christian Endeavor. They comprise a team which stresses Visual Education in the church curriculum. These two men, the Young People's Society, the Church School Department and the Church members all cooperate in the production of a motion picture a year. The plan which is followed is unique. In the spring a committee plots out the picture they wish to film in the summer months. A Bible story is selected and a script is prepared by

talented young people. Research work is done by the Church members and the Church School departments. This group of researchers secures information regarding the dress, furniture, geographical backgrounds, type of vessels used, jewelry of the period and other details. Meanwhile, another group is being coached in dramatics. Still another group is busy collecting and preparing the necessary properties. Often this means hunting down furniture, clothes, lamps, baskets, carts, wall drapes, stools, vessels and jewelry which cannot be made by this group, but which might be borrowed. To help with this phase of the work a file is kept on Bible pictures. These pictures are used for reference purposes and are often checked. Meanwhile, suitable territory is being located. There are large estates out on Long Island and very often the Church secures the use of these grounds for the film. In filming, "The Story of the Good Samaritan", it was necessary to have a donkey. After an unrewarding search all over Long Island, the searchers turned to New York City, and did locate an animal. Then the next problem was to transport and feed it while the film was being taken! Of course this doesn't happen often but the group is not easily discouraged. Many times interested friends loan properties. The final camera work is done after everything else has been

checked. One year their film won first prize in the National Amateur Film Society contest. These films are later shipped all over the country to any church or Christian Endeavor Society.

b. The Glen Morris Presbyterian Church of Richmond Hill, New York is doing a marvelous work with the use of religious films. A new sound projector was recently secured and is operated by an ex-Army man, Mr. Adolph Jensen, who ran projectors while in the Service overseas. The films are ordered a year in advance of the date for showing. The Church School teachers know what films are coming since they are informed at the Church School Teachers' meetings which are held regularly. The Uniform Lesson Plans are followed. The pianist selects appropriate music for the worship service which always precedes the showing of the film. After the film has been reviewed, these things can be readily worked out. Before the projector was bought there were people who considered it only as a means of amusement and entertainment. These have since been converted, they see how effective the films are as teaching aids. The films are not substituted for lessons or weak teachers. The films are merely aids to make the lesson more vital and real. The teachers themselves have discovered that pictures express and communicate thoughts better than mere words.

The high objective of the teachers are thus aided by the films. This makes their teaching of religion very effective. Many teachers of religion know how industry has been using films to promote sales for their products. These teachers are anxious that the church also use these tools.

Several pastors and teachers are of the opinion that Visual Education aids were becoming more obtainable. The pastors admitted that the films stimulated the teachers and gave them the incentive to devote more time to their lesson preparation. This is also true of the pupils. Dr. Harry Kreider of the Saint James Lutheran Church, Queens conducts annual Visual Education Institutes for his Church School teachers. He has said that the future leadership of the church expects to use more Visual Aids than has been used. Many men from the armed forces are well aware of the tremendous impact that films have had upon their service training. These men are therefore insisting that the church also adapt itself for religious educational purposes through the use of films. Many of these men are in business now and hope to make use of the industrial films as salesmen. Mr. William Rogers, executive secretary of the Religious Film Association, Incorporated related to the writer that at present over five thousand

churches are using Visual Aids. He has given the conservative estimate that between twenty to thirty thousand sound projectors will be sold to churches within the next three years. As this is being written the manufacturers are making more equipment available. Visual Education is moving out in concentric circles to encompass all fields of advertising.

In his Institutes, Dr. Harry Kreider has endeavored to stress the need for presenting the Gospel in such a way that people may believe, and believing, may seek to know and to do the will of God for their lives. He tells his students that the church needs more than high objectives. The church requires effective communication mediums of these high objectives. Words and preaching cannot do it alone. He believes that films are an aid in presenting these high objectives to people of all ages and educational backgrounds. These three churches, the First Community Church of Great Neck, the Saint James Lutheran Church of Queens and the Glen Morris Presbyterian Church of Queens have been cited as typical examples of how effectively films can be used in teaching religion. Each church has developed techniques for their particular field. A cross section of these techniques reveals that certain basic principles are necessary for effective use of films.

4. Conclusions

Certain conclusions can now be drawn concerning the techniques of Visual Education as it is presented in some of our local churches.

(1) Teaching religion requires more than high objectives. It requires effective communication mediums of these high objectives.

(2) The church should use Visual Education as a tool just as industry uses it as a tool. It can become one of the salesmen for the church.

(3) Visual Educational programs are becoming readily available for more churches. The movement is spreading as concentric circles, embracing many fields which should be of interest to the church.

(4) The proper use of Visual Aids stimulates teachers and pupils to devote more time to lesson preparation.

(5) Future leaders of the church will be expecting the church to use more Visual Aids in its program.

(6) The Christian men who have returned from the armed forces are well aware of the tremendous impact and the great ability of films to teach a great deal in a short time. These men will insist that the modern church be well equipped and educated by this medium.

(7) Those parents who are in businesses which make use of films will demand that the church use this method to teach religion to their children.

(8) Projection equipment and films are becoming more available and less expensive. Many new outlets and agencies are being developed throughout the country.

It is hoped that from the above it will be gleaned that the best is none too good for the church.

We have been surveying some of the Visual Education techniques used by various local churches. Now we will proceed to look at some of the types of programs that churches present.

4. Types of Programs Presented by Some Local Churches

There are some churches which are using film for publicity purposes, annual conventions and educational projects. They have found almost every type of film to meet their needs. There are some films which are for definite purposes only; such as, missionary enterprises, stewardship and church finances.

There is an interesting development, however, among some of the churches themselves. There are churches which are seeking to film all the important events at their own churches. What they are trying to do is to keep a "living" record. They have taken pictures of the laying of the cornerstone for a new building, the installation of

all new church officers, the Christmas program, the annual congregational meetings, banquets, social affairs, and important anniversaries. They have been seeking to record on film part of their priceless history. These films are filed in the church film library. At the annual church meeting the years roll back as the congregation views important occasions, sees old friends and re-lives the highlights of the life of their church. This type of church activity is being carried on in a Camden, New Jersey church. "In a few minutes a whole year's activities are shown to the congregation. This method of summarizing the year's events adds interest at the business meeting. In addition the minister and a member of his congregation take motion pictures of every wedding conducted in their church. The first Sunday of June has been designated as bridal couple Sunday. . . a program centered around the showing of wedding films is planned for that afternoon. Pictures taken during the past year are shown first. . . followed by those of previous years. In the evening a service is held on the theme, "How to Develop Christian Thoughts in the Home". Many couples keep this standing date to return every year to the scene of their wedding."¹ Thus it is easy to see what some churches do if they would and could financially carry

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1. Bell and Howell Company, "Teaching Eternal Truths", pp. 25-26.

such a program on for their congregation.

Another type of program which is seldom used, because no one thinks enough to work on it, is a dedication service for the newly acquired sound projector. Such a program has been developed by the Rev. Charles W. Dobbertin of the Methodist Church at Allegan, Michigan. This dedication service was so well received that requests began to pour in to him from all over the state and then from all over the country. The "Film and Radio Guide Magazine" of December 1945 came to his rescue and printed a copy of this dedication program.¹ Such a service would help impress upon the minds of the congregation that the

new machine is their servant, helping them to understand better the true meaning of discipleship. They would soon recognize and witness how the whole religious program of the church can be fortified and blessed.

Since many churches had problems which needed special care, the "Educational Screen Magazine" developed a unique editorial department called, "The Church Department". This proved very popular and churches began to send in the various types of programs they were developing. This "clearing house" project also includes news of institutes, booklets, books, film reviews, evaluations of

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1. "Film and Radio Guide Magazine", December 1945, pp. 35-36.

equipment, problems in projection and basic fundamentals of sound apparatus. Dr. William S. Hockman was made the editor of this monthly column. He wishes his column to become, "the crossroads of the thinking of the church in the field of Visual Education. Let us use this department to stimulate and guide the growth of our knowledge, inspiration and insight."¹

These programs have been cited as to what the local churches are doing on their own. The magazines which publish Visual Aids news are becoming aware of this new work. There are too many churches presenting programs which deserve recognition to be mentioned in this thesis. It is hoped that the programs presented above will suffice to illustrate some of the types of programs being presented and the keen interest which is growing around Visual Education in churches.

5. Conclusions

Not all the churches which present Visual Aids are doing successful work, but we would stress the positive aspects while we keep in mind the faults of the church Visual Education program. Certain conclusions can be drawn.

(1) Churches are becoming aware of the use to

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1. "Educational Screen", February 1946, p. 65.

which films can be placed in promoting their own programs; such as, missionary, financial and educational projects.

(2) Some churches are filming a permanent record of all important social, inspirational and educational meetings held within their premises.

(3) Dedication services for a new sound projector has real value and many churches are accepting the idea of having a dedication service.

(4) Problems in Visual Aids often need expert advise.

(5) Visual Education minded magazines are willing to help the churches with their problems, news accounts and program aids.

(6) The projection machine is a servant of the church to be used to teach religious and eternal truths.

We have been reviewing part one, the Techniques of Visual Education, used by some local churches. We will now proceed to review part two, Principles of Practice.

C. Part Two

Principles of Practice

1. Introduction

The correct method for introducing Visual Education into a church program presents many problems. There are churches which violently oppose the showing of "movies"

even with a definite religious emphasis and endorsement.

To overcome these views a definite pattern of approach has been developed and part Two will endeavor to present steps to meet this opposition. Determining the type of program for any particular church may be the first hurdle to overcome. Then to make sure that the results of the Visual Education program have been recognized also means another problem, for many teachers do not follow-up a film properly. There are manuals and booklets available for this particular phase of the problem. Learning through the medium of Visual Aids must never be made or become an excuse for lazy teaching. Religious Education will never become forceful as long as the teachers depend upon their materials. Religious Education will become forceful when the teachers become aware that films are only "aids" and helpers. Many Visual Education Institutes have missed their whole function by not stressing this point, that films have values only when properly followed-up by action or project work. The church boards that have been investing thousands of dollars have not been doing it for entertainment purposes. They want those who see the films to be stirred to action and to do project work to help carry on the work of the church. We can be thankful whenever an opportunity is presented to us to show a film, but we must

constantly keep in mind the follow-up.

2. How can one determine what type of program to use in a particular church? The following principles might be followed to secure the desired results.

a. Survey the church and the church school program now in use. Where in the curriculum can Visual Aids be profitably used? Include in the survey the Week Day Church School, Released Time School, Young People's work, Vacation Bible School, Missionary Society and social activities.

b. Check the curriculum outline to see what units might be introduced or reviewed by flat pictures, objects, films, slides and other pictorial aids.

c. Note the schedule of special days to see if these aids would add appeal and vitality to the program. Check over the events of the church year---such things as dinners, fellowship meetings, worker's club meetings, congregational gatherings and Bible study groups.

d. Review the social and recreational program for the year to see if Visual Aids can be used at parties and dinners.

e. Discover how to enrich special programs dealing with race, temperance, missionary and social by the use of films especially designed for this purpose.

f. Through the use of catalogues and booking agents find out what Visual Aids might be fitted into the Mid-week Prayer Meetings and the Sunday evening devotional hour. Select these materials with the best possible care. Review first if possible. Reject if not suited to the purpose of the meeting.

g. Explore the possible use Visual Aids offer in local deputation work or missionary work, such as visits to hospitals, orphanages, old people's homes, neighborhood clubs and educational institutions.

h. If necessary, sell Visual Aids to the church and its leaders by a carefully planned promotional program. This can be done by feeding short items into the church paper. At every opportunity present the latest up to date information about Visual Education to the leaders of the church. Use Visual Aids to sell Visual Aids to leaders, teachers and officers.

i. List the equipment immediately needed. Talk this over with anyone who might be interested.

j. Ask the church finance committee to put the expense for such a program into the church budget.

k. Do not attempt to introduce Visual Education into a church all at once. The people need to be slowly educated and then the work can grow depending upon the reception given to the programs presented.

If the above suggestions do not satisfactorily prove successful, perhaps a fresh start might be wise. Remember to begin with the conventional and then advance to the more complex programs. Often borrowed equipment may be the best means of introducing Visual Aids into the church. Then a program can be presented to awaken and secure interest. Such a program procedure was the humble beginning of one of the authorities in the field of Visual Education. William S. Hockman had a struggle with the congregation of the largest Presbyterian Church in the Greater Cleveland area, the Lakewood Presbyterian Church. How he successfully won them over and developed a splendid program at that church is graphically told in the February issue of the "Christian Herald",¹ in the article, "This New-Fangled Nonsense!" by William Dinwoodie.

3. Other principles of practice might be listed.

a. Learning is one of the major emphases in using Visual Aids. The advancement of religious education should occupy the minds of the teachers and the leaders.

b. Visual Aids can illuminate the Bible, but should never be used to eliminate the Bible!

c. There are many places in the total church program where visual materials may be used. Use them:

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1. "Christian Herald Magazine", pp. 41ff.

"In education, in the church school, in adult groups such as clubs, circles, fellowships, study groups, youth groups, in leadership training courses. In worship and inspiration, in church and in school services."¹

d. Use Visual Aids in entertainment whenever desirable in the church program.

e. Subscribe to and keep on hand magazines and booklets devoted to this field. A few books listed in the bibliography of this thesis might be placed in the church library for interested readers. Note these people and discuss the work of Visual Education. An interested worker is a fine asset to any church program.

f. If possible attend an institute where Visual Education is taught. Make certain interested friends know about this project and invite them to attend.

g. Often projected pictures are not desirable. Perhaps the use of simple flat pictures passed around the group might accomplish more than a large projected picture.

h. Visit the denominational boards of the various churches to ascertain what materials, equipment, films and slides are available.

i. Discuss problems with some leader in Visual Aids; also with church workers who may become interested in Visual Education and become the means whereby the program may be launched.

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1. "Visual Religious Education Today", Bulletin E 400; p. 12.

D. Conclusions

The principles of practice presented here are conclusions in themselves. What has been attempted is to present an insight into the complexity of the problems some church leaders face when they attempt to inaugurate Visual Education into the church curriculum. The steps outlined have proven successful in some instances. New approaches to this problem are continually being discovered as new leaders seek to introduce Visual Education into the church program. The general steps have been presented here. Specific cases and problems would need an entirely different approach.

CHAPTER II
MODERN TRENDS IN VISUAL EDUCATION

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MODERN TRENDS IN VISUAL EDUCATION

A. Introduction

What does the future hold for Visual Education? How will the Seminaries be able to meet with the expected modern trends in Visual Education? What is industry doing about Visual Education now? Will the government be using more extensive Visual Aids? Will the teachers be better fitted to teach Visual Education methods to their students? These are only some of the questions which keep streaming through the mind of any Visual Education minded leader. There are definite trends to indicate that Visual Education is here to stay as a method of teaching. Visual Education is now recognized as a powerful medium for instilling old ideas in a new form.

B. Modern Trends in Visual Education

Crystal gazing is for the fakirs, prognosticating is for the seers. We are neither. Prophecy ahead for even the next ten or twenty years is anybody's guess. A lot depends upon the Visual Education leaders. If their training is based on a firm conviction of democratic principles, adequate educational preparation for their work, broad experience for the various aspects of Visual Education, the wise application of such experience to the prob-

lems in the field, and courage and ability to do the things they believe in, then the future is bright. It takes no seer to predict the modern trends in Visual Education. Consider some of the following facts:

1. Industry has recognized the 16 mm field.
 - a. At the 58th Semi-annual Conference of the Society of Motion Picture Engineers in the Penn Hotel in October 1946, major attention was given to 16 mm film.
 - b. Cecil B. DeMille and Walt Disney are entering the 16 mm educational field.
 - c. MGM, RKO, 20th Century Fox and others in the commercial 35 mm film field are expanding to the 16 mm field.
 - d. Planet Pictures, Incorporated is producing 16 mm features exclusively.
 - e. Nearly all features are now reduced to 16 mm for showing in Rural Areas.
 - f. In Detroit, 25 theatres plan to put in Filmo-arc projectors for 16 mm films.
 - g. Over 300 theatres have been planned for Rural Areas to use 16 mm projection equipment.
2. Trends toward better educational approaches.
 - a. Many educational institutions are insisting upon a preview of the film before it is shown.
 - b. Proper use of the film is being recognized. Etta Schneider Ress, Editor of "Educational Screen" says, "Teachers must put films to proper use if their full potentiality is to be recognized and realized. Six steps are necessary:
 - (1) Explain the purpose of the film and its relation to the previous lessons.
 - (2) Review what is already known and raise challenging questions.
 - (3) Direct attention to specific things to be seen in the film.
 - (4) Show the picture as many times as necessary.
 - (5) Suggest good thought provoking questions for discussion.
 - (6) Assign the students jobs to be done and list further readings."¹
 - c. Teacher knowledge is being stressed by the prin-

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1. "Educational Screen Magazine", February 1946, p. 57.

- ciples in schools where Visual Education is being employed.
- d. The International Council of Religious Education in their 1946 meeting formed a Curriculum Planning Conference at which an entirely new curriculum was contemplated with the idea of building Visual Education into it at its inception.
 - e. There is a definite trend toward realism in documentary and educational films. The new techniques require that films of realistic character be actually taken on the field and not in a studio.
3. Professional production of denomination and inter-denominational production of films has become a reality.
- a. The Lutheran Synod of Missouri spent over \$50,000 in the production of "The Power of God". Then they spent \$50,000 more on distribution of the film. The film has already more than paid expenses. They are now producing a new film, "Youth for the Kingdom" at a greater cost than "The Power of God".
 - b. The Episcopal Church spent \$10,000 for the film, "We too Receive".
 - c. The Southern Baptists have just completed an historical film for which they paid \$60,000.
 - d. Twenty different Protestant denominations united on November 15 and 16, 1946 to form the Protestant Film Commission which now has an operating budget of over \$19,000. A drive is on at present to raise \$1,000,000 for the production of the best Protestant films.

These are just a few of the general trends in the way of what is happening in the modern world in the use of Visual Education. The American Seminaries cannot sit idle much longer.

4. Research is constantly going on. Much needs to be learned about this instructional medium. "The field is permeated with hazy standards. This division will encourage the research of colleges, universities, and other professional agencies. The immediate future is of crucial consequences to the stabilization of audio-visual instruction. Its elevation to a universally respected place in the halls of learning must be predicated upon the most objective data available."¹

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1. "Film and Radio Guide Magazine", December 1945, p. 32.

5. Educationally minded magazines are now making films available for further information about their written articles. The Coronet Instructional Films was developed for the purpose of collaborating subject matter of classrooms with specialists in the field outside the classroom.

The Encyclopedia Britannica Films Incorporated have also inaugurated this phase of Visual Education.

6. A beginning has been made in the training of workers for the use of visual communication. "This is basic to any large measure of success with this new medium. Nationwide workshops in Visual Education have been attended by large numbers, while local institutions have also been popular with church workers."¹
7. "The new day requires that a new standard be set for church equipment for the use of Visual Education. Facilities for the use of projected pictures should form a part of every new church building. An architect who cannot properly design a church with this purpose in view should no longer be considered up to date in the field of church architecture."²
8. "The training of workers for this visual communication must proceed. This is probably the most difficult of the whole undertaking."³

C. Conclusions

This chapter has sought to set forth some of the modern trends as related to Visual Education. Training in the use of Visual Education must of necessity be an important part of teacher education if the movement is to succeed. This is the junction where the Seminaries

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1. "Visual Education Today", Bulletin E 400, p. 9.
2. Ibid., p. 10.
3. Ibid., p. 10.

should meet with the modern trends in Visual Education. To neglect this work means to hinder the religious development of the people they are training. The Seminaries can readily see the trends. They must prepare now to meet the needs of the churches they are supplying with workers. To neglect this is to also neglect part of their obligation of properly preparing their students.

This Thesis is presented in the hope that the Biblical Seminary in New York will respond to this problem and help to solve it by incorporating into its curriculum a course on Visual Education immediately.

CHAPTER III
VISUAL EDUCATION AND THE SEMINARIES

CHAPTER III

VISUAL EDUCATION AND THE SEMINARIES

A. Introduction

In the preceeding two parts of Chapter I an attempt was made to present some of the techniques and the principles of practice as employed by some of the local churches. Some of the problems facing the leaders in the local churches were also discussed with possible solutions. The leadership of the churches that are in training now will be facing these same problems and perhaps more complicated questions. It seems obvious that the place to attack this problem of presenting Visual Aids to the churches should be at the institutions of education. We shall now proceed to look into the situation from the point of view of these educational institutions.

B. A Method of Procedure

To ascertain what the Theological Seminaries of the United States are doing to train their students for the use of Visual Education in churches a questionnaire was prepared and mailed. This questionnaire was a simple duplex mailing card. The dean or secretary of the seminaries just had to check off the questions asked. It

was designed to secure information quickly and easily.
A book¹ listing the Seminaries was consulted for names and addresses. One hundred and four Theological Schools were then contacted across the country. Only fifty-seven returned the penny postal card bearing the information requested. This possibly indicates how inadequate some of the Seminaries have become as far as keeping up with Visual Education, for it may be assumed that those who did not reply do not have a program of Visual Education.

As the cards were received a careful check was made and a listing kept of the replies. These were then compiled into a chart which we shall review in the following section.

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1. American Association of Theological Schools, 1947

C. Chart Showing the Evaluation and Summation of a Questionnaire sent to the 104 Members of The American Association of Theological Schools, 1947-1948.

	<u>YES</u>	<u>NO</u>
1. Have you Visual Education Courses?	20	33
2. Have you Visual Education Equipment?	37	17
3. Type of Equipment:-		
(a) Still slide projector	36	4
(b) Strip Film projector	32	5
(c) Silent Movie projector	13	9
(d) Sound Movie projector	22	9
(e) Audio equipment	20	7
(f) Reflectorscope	19	7
4. Have you a library of:-		
(a) Motion picture films	5	29
(b) Slides	24	16
(c) Strip films	18	16
(d) Printed pictures	23	16
5. Is this equipment used by:-		
(a) Faculty	38	2
(b) Students	31	2
6. Name of person in charge of Visual Education:-		

Regarding the number of replies to the sixth question, requesting the name of the person in charge of Visual Education, each of the fifty-seven cards had a reply to offer. Out of the fifty-seven that replied only thirty-seven specific persons were listed as being responsible for Visual Education. Two persons, a student and a professor, did the work on a voluntary basis when requested to run the projector. Thirteen listed "none" for this question.

D. Visual Education Used by Seminaries

Out of the one hundred and four Seminaries of the American Association of Theological Schools only twenty have any type of Visual Education courses. Three replies specifically states that, "We deal with V.A. as units in other courses,"¹ and, "Only as part of the General Religious Education courses,"² and, "It is taught in different courses."³ Dr. Jessie Crawford of Princeton Seminary offered to help and indicated they have an excellent course on Visual Aids. When the writer

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1. Theological Seminary of the Evangelical Reformed Church, Lancaster, Pennsylvania
2. Andover Newton Theological School, Newton Center, Massachusetts
3. Pittsburgh-Xenia Theological Seminary, Pittsburgh 12, Pennsylvania

saw this type of reply it seemed almost too good to be true. A letter was immediately sent to Dr. Crawford to see about the possibilities of visiting the classes. If this was not practical then an outline of the course was requested. After several weeks a reply was received,

"I regret that I do not have any mimeographed outlines or synopses of the course in Audio-Visual Aids in Christian Education. Personally I do not teach that way. I did have a general plan and outlook for the development of the course. ...no public school syllabus nor material meets many of our needs in Christian Education. I might add that the course was not a lecture alone, but one which included much student experimentation and activity."¹

The writer did attempt to review some of the printed materials put out by the public school boards. This proved fruitless and inadequate for the proposed plans of this thesis.

From the above it is easy to conclude that the Seminaries are not using Visual Education courses in their curriculum as much as the writer would hope. It appears that the Seminaries are not adequately training their students when this vital means of communication is neglected.

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1. Letter, March 14, 1948, Dr. Jessie Crawford, Education Building, Princeton Seminary, Princeton, New Jersey

E. Relation of the Questionnaire to This Thesis

These replies are convincing in themselves. It reveals the tremendous need for Visual Education courses in our Seminaries if they intend to be of help to the churches they are supposed to supply with leaders. This need is one of the primary purposes of this thesis. Therefore this thesis will endeavor to propose and to formulate an adequate program of Visual Aids to meet the need the churches are facing.

F. Types of Courses Offered by Seminaries

The Seminaries which listed Visual Aids in their curriculum usually have it as only part of another course. This is a wise move. Should there be a course devoted entirely to the teaching of Visual Education in which the proper emphasis could be outlined in relationship to the other courses offered by a Seminary? Upon this question this whole thesis hinges. Such a course offered on a partial or full semester basis would be invaluable. Those who are leaving the Seminary will be in key positions either here or abroad. Whatever training can be given to them will be an asset in the work they are undertaking. The following chapters will endeavor to set this forth more forcefully.

G. Needs Some Seminaries Are Meeting

While it is true that some Seminaries are neglecting the use of Visual Education in any part of their total curriculum, it is not the case in all of the Seminaries. There are a few Seminaries which are pioneering in this field of education. Several Seminaries are seeking new ways of incorporating Visual Education into the other courses of their curriculum. The writer believes this is a step in the right direction. Some Seminaries intend to use more Visual Educational methods as soon as suitable rooms and equipment are secured.

H. Needs the Seminaries Are Not Meeting

As has been stated in the Introduction of this Thesis¹ there are churches which are anxious to put into practice the use of Visual Educational methods, but these churches lack the necessary leadership. The Seminaries should be training their students to meet this need. Obviously, from the findings of the questionnaire, the Seminaries are not training their students to meet this need. Besides the churches looking to the Seminaries for leaders, there are other fields of church work also looking for leaders, such as in the boards, education

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1. See p.1, Introduction, for more details.

institutions, mission fields here and abroad. The church and the education departments work in close cooperation for both have the primary purpose of teaching religion. The church cannot look anywhere else but to the Seminaries for its leadership. These leaders should be trained in the best procedures to present the religious truths and ideals they have. The Seminaries are therefore in key positions and can help the churches meet this problem.

I. Conclusions

The procedure used to ascertain what the Theological Seminaries are doing in the way of teaching Visual Education has resulted in a questionnaire which in turn revealed the lack of Visual Education in the Seminaries at the present time. Many intended to incorporate the Visual Education Method into their curriculum.¹ Some are using Visual Education as part of their teaching method in certain courses now.² This questionnaire

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1. Two Seminaries reported, "We intend to begin immediately", Moravian Theological Seminary, Bethlehem, Pennsylvania. Regarding the library for films and pictures the Augustana Theological Seminary, Rock Island, Illinois reported, "Just planning to start one."

2. Regarding the Visual Education Courses, Pittsburgh-Xenis Theological Seminary, Pittsburgh 12, Pennsylvania reported, "We teach this in sections of different courses-- Visual Education for various Sabbath School groups, adults, etc."

revealed how lacking the American Seminaries are in the presentation of Visual Aids to their students. They are not employing a valuable new means of presenting facts and truths. It is hoped the Seminaries will awaken to the value of visual instruction and make use of this in presenting the truths of the Bible to their students so that the students will be better fitted to use the same method in their own respective churches.

CHAPTER IV
VISUAL EDUCATION NOW USED IN A
SEMINARY CURRICULUM

CHAPTER IV
VISUAL EDUCATION NOW USED IN A SEMINARY
CURRICULUM

A. Introduction

The thesis thus far has sought to show the need for Visual Education in a Theological Seminary. It has also sought to reveal what Theological Seminaries are doing to meet that need. The following materials are intended to indicate what could be done to encourage the use of Visual Aids in a Theological Seminary such as one would find in the New York Metropolitan area. The situation might be entirely different out in the mid-western sections of our country. But for this present thesis it will be necessary to limit our remarks to the possible lines of development as we would find them in the New York area.

B. An Adequate Program of Visual Aids

For a Seminary

To define what is meant by "an adequate program of Visual Aids for a Seminary" would necessitate first of all a definition of what we mean by the words "adequate program". The writer would hesitate to give any set definition of what "an adequate program" would mean. For what would be "adequate" one year might prove very in-

adequate the following year. Therefore, at the present writing, an "adequate program" will be suggested as only a possibility. Our field of Visual Aids is expanding rapidly. Only possible lines of development are to be suggested. No Seminary in America has developed a program which is "adequate" for our needs in the New York area. We must develop our own program. Every institution has had to pioneer in this field of Visual Aids. Any New York area Seminary will have to do likewise. What would be defined as an "adequate program" in one course would not meet the requirements of another course in a Seminary. Visual Aids may have only a limited use as far as some Seminary courses require. Whereas others, such as a Religious Art Course might require extensive use of Visual Aids. This will be more clearly discerned as we proceed.

C. Possible Lines of Development.

Work along the proposed lines has been successfully conducted at the Biblical Seminary in New York. The writer feels that the work now being done should be expanded to cover other fields, courses and activities of the Biblical Seminary in New York.

1. The Use of Visual Aids in the Seminary Curriculum now

Very successful use of Visual Aids has been

realized by some of the professors at the Biblical Seminary. They have made use of visual education not only by blackboard and chalk diagrams and charts, but some have included a few sessions of their course to teach the value of visual aids in the classroom to their students.

a. What Has Been Done at Biblical Seminary

Mrs. Wood has very successfully been using visual aids in teaching her courses on "Religious Art" and "Fine Arts in Christian Education". She has followed a set program for many years. Other professors find it best to vary their approach and to occasionally include visual aids into their courses. This has been the case with Dr. Howard Kuist's course on "Jeremiah". Toward the end of the "Jeremiah" course the writer approached Dr. Kuist with the suggestion that perhaps some pictures related to the subject could be shown after class someday. He said that he had held such a session when he was getting his classes ready to review the course. We arranged and had such a session toward the end of the course. This visual aids approach proved worthwhile. Many of the students were delighted to see the geography and backgrounds of the times of Jeremiah as depicted by famous artists.

A similar program has been conducted by Dr. John

Thompson with his "Wisdom Literature" course, especially the section dealing with the book of "Job". He has been able to secure the aid of Mrs. Wood for these sessions. He usually holds them toward the end of the book of "Job" as a means of summarizing and gathering together the materials. Mrs. Wood has an excellent collection of prints which are projected. She has comments to make about the artist as well as about the subject being projected. The students find this is a wonderful way to grasp the whole course in one grand sweep.

Occasionally Dr. Garber has made use of Visual Aids in her "Book of Revelation" course. The writer has studied under Dr. Garber and became interested in the use of photographs of the Revelation. He discovered that many prints could not be secured permanently. He then proceeded to photograph and compile an album of pictures related to the "Book of Revelation". It was a fascinating study. Each student was required to give a report on his chosen subject. When it was time for the writer's report on his chosen subject it was arranged to have his pictures projected so all the class could benefit. This made it possible for the rest of the class to also visualize the whole book of Revelation. This session was also held near the end of the course and was devoted to a review.

The three last examples of what Professors Kuist,

Thompson and Garber of the Biblical Seminary are doing has been cited to illustrate how visual aids are now being used as a means of reviewing toward the end of a course.

The first illustration has been presented to show how visual aids can continuously be used throughout a course on "Religious Art" by Mrs. Wood.

The following examples will illustrate how occasionally visual aids can be used in certain courses. Dr. McKee teaches the popular course on "Historical Theology" at Biblical Seminary. At the first few sessions some of the students are thoroughly swamped with work and just when they want to give up in despair, Dr. McKee has a "breather" by devoting part of a class session to the showing of a silent motion picture film of a tour of Europe and Asia Minor he has taken personally. As each scene appears on the screen Dr. McKee reminds the students of some of the interesting events which have happened there. Thus the names, dates and places are fixed more firmly in the minds of the students.

Another occasional use of visual aids at the Biblical Seminary has been at the General Assembly Chapel sessions. Dr. Mack has used missionary sound films and slides. At one such occasion the showing of the film was followed by a speaker who later answered questions from

the student body. At the General Assembly sessions Mrs. Wood occasionally presents a religious subject by using a projected colored slide. She has usually done this at Christmas and at Easter. The students and faculty feel that this is a real contribution to their religious experience.

On Founders Day 1947 Dr. Mack had prepared a series of slides to show the Alumni group. These slides showed the development of the Biblical Seminary, some of its outstanding faculty members and students. The Alumni found themselves re-living the days gone by. Visual aids had been the means whereby the years were able to be rolled aside. As the pictures were shown Dr. Mack narrated and called attention to special personalities and groups. The last few slides were those of the present student body and some of their activities. Such a program was acclaimed a success and requests for similar programs have been proposed.

A semester course, "Audio Visual Aids", by Dr. Fredrick R. Thorne was presented at Biblical Seminary in 1946. Dr. Thorne is the Secretary of the Unit of Audio-Visual Aids Department of the Board of National Missions of the Presbyterian Church in the U.S.A. A series of lectures and practical demonstrations were given. But Dr. Thorne's work had to be limited by the amount of time he

could give to the course. His experiences and knowledge of Visual Aids made him well-qualified to teach the course. He felt that the Seminary should have a regular course devoted exclusively to the teaching of Visual Aids. The above will suffice to show that Visual Aids at Biblical Seminary have proved successful. However, it is hoped that this type of work can be expanded. The writer feels that Dr. Thorne and Dr. Mack have correctly set the pace. The Biblical Seminary would greatly benefit by using Visual Aids in other departments also. Some work has been done, as has been stated and illustrated. What could be done to further the work of Visual Aids will now be proposed.

b. What Could Be Done at Biblical Seminary

One of the major aims of Biblical Seminary is to train its students to teach the Bible. Each student is required to have two years of practical student teaching under the Community Service Department. The students are fully prepared by their professors while they are in class and then the students themselves are given the opportunity to become teachers of the Bible at the various local churches they serve. Very few of them have been able to secure the equipment and materials needed for using visual aids in their work as teachers. The students feel they are handicapped by not having easy access to

films, equipment, and materials. They feel that they could do a much better teaching job if they could use visual aids in their Community Service work. But they also feel they need to be properly trained for the use of visual aids. Some students have been seeking help along these lines from the various professors who seem interested in Visual Aids. The students hoped Dr. Thorne could return to teach Visual Aids. But his work prevented this. Then they hoped Dr. Mack could teach Visual Aids, but his work as Dean is enough to keep two men busy! As a result the students have not had a course on Visual Aids. There are other factors which must also be considered, such as the problems of finances, administration, equipment, facilities and personnel. The following sections will attempt some possible answers as to how the writer believes such a program of Visual Aids could be carried on at Biblical Seminary.

2. The Use of Visual Aids in Student Field Work

As has already been suggested, some students at Biblical Seminary have attempted to use Visual Aids in their Community Service work. Some students have borrowed equipment from friends, professors and their denominational boards. This has entailed a lot of detail work which could be handled by a Department of Visual Aids

at Biblical Seminary. How this could be done will presently be suggested.

The students who have used Visual Aids have acclaimed its many values. But they also have made mistakes which could have been avoided if they had been properly trained. Some work has met with failure and the students have become discouraged. Part of the proposed course would seek to point out the pitfalls as well as the advantages of Visual Aids. This can best be done by suggesting a Seminary Laboratory approach where the students will actually learn by doing the work themselves.

3. A Seminary Laboratory and Classroom Approach

At the present moment a basement room at Biblical Seminary has been used for Visual Aids programs. For a period of a few months, Dr. Mack has been having films shown to any student or faculty member who felt they could give an hour's time to reviewing films on Friday evenings. These sessions have indicated a keen interest in Visual Aids by the students. Since Biblical Seminary has many foreign students and students preparing to go to foreign missionary fields, Dr. Mack has asked these people to evaluate the films that were shown. Many foreign missionaries on furloughs have thus been able to

talk more intelligently with the prospective students after each has reviewed a missionary film. These sessions have brought forth the reactions of the various students who feel the Seminary could do more in the way of Visual Aids. Many students have expressed a wish to begin to learn how to run projectors, where to secure films and slides, how to make minor repairs and how to finance a Visual Aids program for their own Community Service groups.

These Friday evening sessions have proved worthwhile in that they have given the students an opportunity to evaluate and to judge films for themselves. Occasionally a group will remain behind, to discuss the film in more detail, after the rest of the students have left the room.

This Visual Aids room could be further developed into a laboratory as well as a classroom. In this room there could be set aside a portion for the maintenance of equipment. Another part of the room could be developed into a film library with catalogues and films and slides on file. Another part of the room could be partitioned off to serve as a storage room for projectors and equipment which the students themselves could borrow and use at their Community Service churches. There are many problems connected with this field, but some of the

problems are not insurmountable. Biblical Seminary does find itself lacking funds to carry on this type of program. But despite the handicaps it has been able to carry on part of a program. Dr. Mack is to be congratulated for his work in securing and preparing the Visual Aids room for student use. The room should be put to further use as has been suggested. A few more possible lines of development will be proposed at this point.

(1) The room is now being used primarily to show films on Friday evenings. It should still continue to be so used. These evaluating sessions are invaluable aids in showing the students the various type of films now available. If a Visual Aids Course were conducted, these Friday night sessions could still be continued for the general admission of all interested students.

(2) During the weekday a one hour session could be developed for the training of students in the proper use of Visual Aids. The students could be shown how to prepare programs, where to secure materials, films and slides. A library reserve list of required reading could be suggested. This list of books would be on reserve at the regular library. The weekly assignments would be based on these books. Part of the student's assignments would be to write for and to secure certain

catalogues, leaflets and booklets. Many of these are offered free for the asking by the various large corporations that produce projectors and films. The class sessions could also be devoted to the various types of equipment and how they meet certain needs. Part of the course could be given over to practical demonstrations by the students themselves. They could be assigned to prepare a Visual Aids program on Christmas or Easter for a group of Intermediates. Or perhaps they could be asked to prepare and to conduct a discussion on temperance after the showing of a film on that particular subject. The students should be shown how to make minor repairs, how to change bulbs that may prove defective, how to run a projector, how to set up screens, electrical cords, and how to conduct forums. The students could be made into teams which would each present a program to combat juvenile delinquency. Such a team could then present their programs to the class as a whole. A Sunday Evening Inspirational Hour Program could be another typical assignment for the whole class. The three or four best programs submitted could be read in class and the best one presented to the class. The class would then be in a position to evaluate and to correct these programs. Such a classroom and laboratory approach would prove invaluable in giving the students first-hand information and practi-

cal problem for any institution to face. Possible answers will not be proposed.

4. Securing and Maintaining Equipment

The problem of securing equipment often presents itself as one of the early problems in the field of Visual Aids. After the equipment has been secured the next problem is how to maintain the equipment in good running order. These two problems have been solved by various groups. Dr. Fredrick Thorne has listed various steps which have proved basic for the solution of these problems.¹ What Dr. Thorne has to say about Visual Aids in the church can very well be applied to the Biblical Seminary in New York.

(1) Securing Equipment

(a) Begin where you are. Search out facilities on hand. Make a survey of what has been done, what equipment is on hand, such as, projectors, screens, public address systems, flat pictures, objects, curios, slides. Also note who are experienced and willing leaders.

(b) Dust, repair and use everything worthwhile. The old, out-of-date stereoptican or opaque projector can still be put to useful service. Men and boys might be

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1. Dr. Frederick Thorne: "Planning Visual Aids in the Church", Lecture Outline, Section II, pp. 1-8.

interested in repairing the electrical circuits, checking plugs and fuses, cleansing lenses, painting projectors and cabinets and filing draws.

(c) Encourage and enlist the help of those interested. Make use of whatever materials that are on hand. Stimulate and create interest by using flat pictures, objects and projection equipment with youth groups, women's organizations and men's groups.

(d) Plan thoroughly and conservatively for future advances in the use of Visual Aids. Do this before you rent or purchase equipment or materials. Familiarize yourself with the whole field of Visual Aids by making a brief preliminary survey. The bibliography listed in the back of this thesis will be helpful in this respect. Ask for information from leaders, librarians and those interested in selling equipment for book, leaflets and printed materials.

(e) If the church or institution has very poor equipment perhaps it might be borrowed from other local churches or institutions in the community. Often business establishments, schools, Y.M.C.A., and community centers might be induced to loan equipment. The various denominational boards have equipment which might be available. For instance, the Presbyterian Board loaned an excellent sound projector to Biblical Seminary for use in its courses

under Dr. Thorne.

(f) Publishing houses are becoming aware of the value of Visual Aids which would be used along with their printed reading materials. They will have equipment which can be rented for a nominal fee. As yet this phase of Visual Aids has not made itself felt completely in all fields of education.

(g) Renting equipment might prove to be only a temporary solution for the securing of equipment. It would be wiser to be patient and to continue to use old equipment while funds are being raised for the outright purchase of equipment.

(h) Seek to secure a permanent place for Visual Aids in the church or institution's budget. Before presenting the proposed budget to the Budget Committee prepare a short concise statement as to what has been done, what equipment is on hand, what could be done if the proposed item is included in the budget.

(i) Seek those who might be interested in granting gifts and memorials in the form of Visual Aids equipment. This proved very successful in many churches immediately after World War II. The appeal was made for useful equipment, not an expensive bronze wall-plaque, at the Glen Morris Presbyterian Church, Queens. The families and friends con-

tributed generously to this Projector Fund. Money was raised for an excellent sound projector, screen and other necessary equipment. The memorial is useful, enjoyed by all and a constant reminder of the rich values of sacrificed lives.

(j) Perhaps a communicant's class or men's club or women's guild might donate funds for part of the equipment. Then all groups could be induced to make contributions. The equipment is thus owned by all groups and is available for their programs.

(k) Often a wealthy person might feel moved to present equipment to the institution as a gift or memorial. Perhaps just the suggestion might prove all that is needed for them to come forward with their gift.

These are a few of the possible lines which could be used for the securing of equipment. As these lines are being developed it is also suggested that the idea of how this equipment is to be maintained also be studied. Some people might wish to help with the maintenance of equipment but not the out-right securing of the equipment. After the equipment has been secured it must be maintained in good working condition. The following suggestions might prove worthwhile.

(2) Maintaining Equipment

(a) At such an institution as Biblical Seminary

in New York the variety of college graduates very often includes a few with some engineering training. Very few of these men would refuse the opportunity to help keep equipment in working order if it meant only an hour or two a week. Some students would be interested in the electrical circuits, whereas others might have engineering skill for the mechanical repairs.

(b) Most of the projectors and equipment have booklets available for the ordering of parts which need repairing. These books would be useful for the mechanically skillful members.

(c) A group might be interested in still projectors, and keeping these projectors in working order. The still projector is the simplest mechanism as far as moving parts are concerned.

(d) Someone who knows electrical sound systems might wish to assume the responsibility for keeping the sound apparatus in good order. It is necessary to be very particular as to the person who does this work on a sound projector. Perhaps it might be best to have all sound equipment repairs made by reliable professional repairmen who would be responsible for their work.

(e) The training of a crew of workers on maintaining the equipment might prove helpful. This work would have to be undertaken by a representative of one

of the manufacturing companies. A course of three or four lectures might be arranged. The Beford Young Men's Christian Association in Brooklyn has such a training center for professional licensed motion picture repairmen and operators. The writer is such a licensed projectionist for professional work. Men from the Beford Engineering Institute might be interested in conducting these lectures free of charge.

(f) The Visual Aids class members will need to be trained to run the projectors. It is hoped that at least two silent slide projectors and two sound projectors might be available for student use on their Community Service work. They will also have to be trained for making minor repairs if trouble develops out on the field. There are certain projection difficulties which they would be trained to deal with, such as fuzzy or foggy-looking pictures, jumpy or jerky pictures, dim or dark pictures, indistinct dialogue on sound films, white vertical lines on the picture, variety in pitch giving discordant sound in music, sound out of synchronization with the action of the picture, no sound at all; how to detect Alternating Current from Direct Current for use with sound projectors, etc. The above suggestions might prove helpful for the maintenance of equipment. However, it might be possible to secure from the students a very nominal fee for the

rental and use of the projector, say offhand fifty cents. Paying for the films would present a problem if the fees were not to be raised by voluntary contributions or as an item in a budget.

D. Conclusion

This chapter has endeavored to only suggest what has been done in the way of Visual Aids at one Theological Seminary. Suggestions have also been offered as to the possible lines for furthering the use of Visual Aids in classroom work. It has also been suggested that a Seminary Laboratory and minor repair shop be maintained. The various methods for securing equipment and the possible lines for maintaining this equipment has also been suggested.

Many of the problems confronting the establishment of a Visual Aids course would be solved by the administration in the securing of a director or teacher for the course. This person would have to constantly be on the field as well as in the classroom working with the students. Perhaps it would be possible for him to visit the fields his students work in when they are about to initiate Visual Aids into their programs at their various Community Service churches.

CHAPTER V
CONCLUSIONS

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A. Summary

In the preceeding chapters we have been seeking to present data to show the need for Visual Education in our Seminaries. Other subjects related to this theme have also been presented; such as, a philosophy of Visual Education, techniques and principles of practice, Visual Education in relation to the churches and the Seminaries, modern trends in Visual Education.

Then we proceeded to view Visual Education as it is now being used in the curriculums of the Seminaries of America, as revealed by a questionnaire and correspondence. Specifically, we viewed the Visual Education program now being employed by the Biblical Seminary in New York. We have sought to show that this Seminary at present is using the Visual Education method in some of its courses. However, we also saw that this program should be extended to cover more of the present curriculum. We have noted the difficulties of financing such a program along with some possible lines of development. The securing and the maintaining of equipment has been reviewed. These have been the general trends of this thesis.

B. Conclusions

The preceeding chapters have been produced to show the need for an adequate program of Visual Education in a Seminary. This thesis has been offered because of a deep concern for a program of Visual Education in any Seminary. The writer feels that such a program, as here outlined, would certainly prove invaluable in preparing the Seminary graduates for a better ministry for our Lord. It is with this prayer that this work has proceeded.

The churches are looking to the Seminaries for their leadership. The students are seeking to obtain the best education possible at the Seminaries. But the Seminaries are proving to be a bottleneck. The Seminaries find that they are not really fully preparing their students to use the Visual Education method of communication. Therefore, the Seminaries are urged to strengthen their curriculums by including Visual Education as part of their regular courses. This thesis has attempted to show that any Seminary curriculum would be better balanced if Visual Education were employed, even partially, in each course. Some of the Seminaries have been endeavoring to do this more fully. However, there is definitely more that could be accomplished if a regular course on the subject of Visual Education were included in the regular curriculum. At present this is not the case. To help solve this problem, several suggestions

are offered:

1. That a regular course on Visual Education become part of the curriculum of a Seminary.
2. That this course on Visual Education be employed throughout the present curriculum to strengthen courses where the professors feel Visual Aids can be employed wisely.
3. As problems in the class discussions arise, it may be necessary to invite leaders to the class sessions for further discussions.
4. That the student field work be strengthened by making available the equipment of this Visual Education department.
5. That funds for a Visual Education department be considered as an item in a Seminary budget, and that competent leadership be secured for this department.
6. That the securing and the maintaining of equipment be under the administrators of the Visual Aids department.
7. To further this work it would be advantageous for a Seminary to establish a film library.
8. Along with this film library, a book library of the latest books on Visual Education also should be established.
9. To help further the work of Visual Aids and to also help publicize the work of the Seminary, it would be helpful to have the class present practical demonstrations at churches and church institutes. Thus the publicity work of the Seminary would be helped as well as giving the students an opportunity to meet practical situations.
10. To also help this program it would be advantageous if the laboratory and classroom approach were employed in the class sessions.
11. In order to keep up to the latest developments in the Visual Education field it would be necessary and advantageous to have the larger manufacturers place the name and address of the Seminary on

their mailing lists to receive literature as to the latest equipment being manufactured.

Each Seminary has an obligation to fulfill in preparing its students to teach and to preach the Word of God in the most effective manner and method. The work of the students can be furthered if the Seminaries employ the Visual Education method in teaching their courses as well as a specialized course on Visual Education. Visual Education is not a substitute but a suppliment to any course. The present Seminary courses can be strengthened by the use of Visual Aids, for the teaching materials become more meaningful and concrete. As has been said before, but bears repeating, to use Visual Education alone would be to misuse it. Its use stimulates students to more activity and class participation. Developing interest in a course is a problem with any teacher. Visual Aids can be helpful in overcoming this problem as well as to set abstract terms into concrete forms. Visual Education is easy to master and understand because it is concrete itself. The attention of the learners is immediately focused upon the materials under discussion. One look at a picture is worth many words by a teacher. Religious Education in Church Schools can be furthered by the proper use of Visual Education. This field of Visual Education is not a subject isolated from other fields.

"The church has a job to do; a curriculum to

present; a program to carry out. In the attainment of these goals, Visual Aids, used purposefully, can be most effective aids."¹ The Seminary supports the churches in this vast undertaking. The Seminaries are the logical places in which the subject of Visual Aids should be stressed. Therefore, the Seminaries must be willing to train and to teach the future leaders in the religious fields by means of the Visual Education method. The students thus prepared can better present Christianity out in their respective, proposed fields.

Everything possible should be done to further the work and the teachings of Christianity. Visual Aids can become one of the servants for this evangelizing work. This method of Visual Education reaches the illiterate as well as the educated. Teacher training, as most Seminaries are doing it, could be strengthened by using this Visual Education method. To neglect Visual Education in the Seminary curriculum now, would mean to hinder the teachers later when they are actively engaged in their work with their pupils. There are other courses seeking their places in the Seminary curriculum, but Visual Aids should have a priority because of the urgency and need that the churches are now facing.

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1. Edgar Dale: "Visual Aids in the Church", The News Letter, October 1944, p. 35.

This thesis is prayerfully presented with the earnest appeal that the Seminaries give this matter serious attention. The Seminaries must respond to the call of the churches. The Seminaries can break the bottleneck and graduate students prepared in the use of Visual Aids. It is hoped that the Seminaries will see fit to incorporate a regular course on Visual Education into their curriculum as they become aware of the need that the churches are facing.

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