Developing Concepts Through the Use of Pictures

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DEVELOPING CONCEPTS THROUGH THE
USE OF PICTURES

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
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APPROVED FOR THE GRADUATE FACULTY

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND DEFINITIONS OF TERMS USED</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the study</td>
<td>2</td>
</tr>
<tr>
<td>Methods of research and sources of data</td>
<td>3</td>
</tr>
<tr>
<td>Limitations of the study</td>
<td>4</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>5</td>
</tr>
<tr>
<td>Audio-visual material</td>
<td>5</td>
</tr>
<tr>
<td>Concept</td>
<td>5</td>
</tr>
<tr>
<td>Conceptual learning</td>
<td>5</td>
</tr>
<tr>
<td>Generalization</td>
<td>6</td>
</tr>
<tr>
<td>Percept</td>
<td>6</td>
</tr>
<tr>
<td>Perceptual learning</td>
<td>6</td>
</tr>
<tr>
<td>Slides</td>
<td>6</td>
</tr>
<tr>
<td>Still pictures</td>
<td>6</td>
</tr>
<tr>
<td>Organization of Remainder of the Thesis</td>
<td>6</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>Literature on Concept Formation</td>
<td>8</td>
</tr>
<tr>
<td>Literature on Use of Still Pictures in Concept Formation</td>
<td>12</td>
</tr>
<tr>
<td>III. SLIDE UTILIZATION</td>
<td>16</td>
</tr>
<tr>
<td>General Information</td>
<td>17</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>Slides</td>
<td>21</td>
</tr>
<tr>
<td>IV. SUMMARY</td>
<td>47</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>50</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The improvement of a child's thinking ability and the development of accurate concepts are of prime importance in the educative process. Teachers are concerned that these skills should be incorporated into all aspects of a child's learning. Teaching which helps children to discriminate and generalize also helps them to form concepts.

The use of still pictures within classrooms has been widespread for many years. The potential inherent in their effective use is unlimited and worthy of careful consideration. Pictures enable us to study in detail and accomplish learnings that would be otherwise impossible. From the use of such materials, concepts emerge as perceptual experiences, ideas and the products of critical and imaginative thinking.

I. THE PROBLEM

Statement of the problem. One of the purposes of this study was to show how concepts could be strengthened through the use of slides and accompanying discussion questions which were aimed at developing a child's thinking. The questions would be directed toward the development of
three levels of thinking: concrete, abstract and critical.

A further purpose of this study was to prepare a set of 2 x 2 inch slides for use in connection with a unit of study about the history and community of Kent, Washington. The unit would be undertaken by fifth grade students in conjunction with their study of the state of Washington. Since their own community holds great interest for children of this age, a study of its history is appropriate to fully appreciate the community as it now exists. Pictures and information which would be useful in such a study are difficult for a teacher to procure. These slides will provide a resource for teachers desiring to help children develop a clearer understanding of their own community.

**Importance of the study.** Pictures provide a teacher with a means of conveying complex ideas in a simplified manner. Children grow up looking at pictures and deriving some meaning from them. Skill in learning from pictures is important. Audio-visual materials, when properly used, offer great opportunities for improving learning. In truth, this is the only practical reason that they should hold a place in our teaching.

Concepts are built out of many related experiences and gradually become useful to an individual. Verbal
definitions and descriptions are, in most instances, not enough to provide a complete concept. Unless one has a visual experience to combine with the verbal description he is apt to develop a concept quite different from that intended. As stated by Russell, "The clarity and completeness of a child's concepts are the best measure of his probable success in school learning because meaning is fundamental to such learning." (24:120)

The value of any audio-visual material is dependent upon the ability of the teacher to use it wisely. One of the principal problems is to build up a discrimination so that students will respond to the relevant cues in pictures and not be distracted or misled by irrelevant ones. The accomplishment of getting children to observe and inquire about a picture, as well as to answer questions, is a prime goal. Children develop in their ability to handle abstractions as they mature and gain experience. Pictures used effectively in a classroom provide this needed experience in critical thinking. It is one of the purposes of this study to show how conceptual development can be nurtured through the use of pictures.

Method of research and sources of data. Information for this study was obtained from books and source material found in the Seattle Public Library, University of Washington Library and the Kent Public Library. Basically, the method
of procedure was a survey of the literature concerning conceptual development, children's thinking, the value of audio-visual materials and their use in teaching in the social studies area.

The pictures were obtained from local Kent residents who are descendants of pioneer families. The decision on the inclusion of the various photographs used was based on several criteria, namely: clarity of the original photograph, detail shown, accurate concepts presented about the history of Kent, teaching value, addition to variety of pictures presented and suitability to maturity and interests of intermediate grade children. The factual information included with the teaching suggestions for each slide was obtained from the owners of the pictures and checked with newspaper articles of the time and books containing accounts of early-day Kent. The slides were prepared at the King County Instructional Materials Center at Federal Way with the assistance of Mr. Russell Sage and Mr. John Payne of the King County Schools Office.

Limitations of the study. This study is concerned with the use of pictures for a unit of study on the history of Kent. The slides and their accompanying teaching suggestions have not as yet been utilized within any classroom in Kent, so their effectiveness has not been proven. The
quantity of slides is limited due to the availability of photographs of early-day Kent which would meet the criteria set forth in this study. The information gathered is based on fact as much as possible. However, verbal descriptions, given by the owners of the photographs, are dependent upon the individual's recollections. Newspaper accounts of an earlier period sometimes tended to be colored by the journalist's own impressions of the situation.

II. DEFINITIONS OF TERMS USED

Audio-visual material. Any device by means of which the learning process may be encouraged or carried on through the sense of hearing and/or the sense of sight.

Concept. According to a booklet published by the American Association of Colleges for Teacher Education, "A concept is a relatively complete and meaningful idea in the mind of a person. It is the understanding of something. It is his own subjective product of his way of making meaning of things he has seen or otherwise perceived in his experiences. At its most concrete level it is likely to be a mental image of some actual object or event the person has seen. At its most abstract and complex level it is a synthesis of a number of conclusions he has drawn about his experience with particular things." (15:2)

Conceptual learning. An analytical process whereby
the learner constantly makes decisions and adds to his knowledge by increasing his understanding of basic concepts.

**Generalization.** The process of forming a general conclusion applicable to a class of data or a total situation on the basis of a number of specific instances or the statement of a general conclusion so formed.

**Percept.** A percept is what is known about something as a result of a sensory experience. It is concerned with an awareness of present data and is not dependent upon previous knowledge or experience.

**Perceptual learning.** Learning that takes place largely or entirely through the senses.

**Slides.** Slides, for the purpose of this study, are the 2 x 2 inch size which may be projected.

**Still pictures.** A visual static representation of persons, objects, or views; to be distinguished from the motion picture in that no effort is made to portray ongoing motion, although the feeling of action may be suggested; to be distinguished from graphic representation in that the aim is to present objective reality rather than symbolisms or interpretations.

**III. ORGANIZATION OF REMAINDER OF THE THESIS**

Chapter II will deal with a review of the literature in the area of concept development and the use of still
pictures. Chapter III will show one way in which the individual slides prepared for a study of the history of Kent can be utilized to promote the three levels of thinking: concrete, abstract and critical thinking; as well as providing a basis for concept development.

Chapter IV will be a summary of the information included within this study.
CHAPTER II

REVIEW OF THE LITERATURE

The development of concepts is an important part of the way a child learns. Therefore, research needs to be done in this field to determine how teachers can best help. Literature is more complete about concept development than in other areas of children's thinking, but it is still quite vague and indefinite.

I. LITERATURE ON CONCEPT FORMATION

Children must develop concepts slowly from nothing, so at any stage of their development it is only natural that concepts should be inadequate and inaccurate. Rather than become alarmed about false concepts, teachers need to realize that children are merely in the process of learning and errors will be common. Russell lists several causes of conceptual errors:

1. Errors in the percepts from which the concepts emerge
2. Confusion between images and memories aroused during recall
3. Lack of experience to check or validate the generalizations reached
4. Set or suggestibility caused by certain features of the environment being more influential than others equally important
5. Overconfidence in the results of one's observations and conceptual thinking (24:246)

Concepts are built out of related experiences and only gradually do they become logical and useful. Dale has indicated that concept building is a realistic definition of education, since education involves the making of suitable classification of our experiences -- that is, the building of concepts. This process operates quite naturally from the time a child begins to draw certain conclusions from experience and applies them to a new situation. The process continues as he makes new generalizations from new experiences and from experiences in which the old and new are combined. (6:31)

As a child matures, he passes through several distinct stages in concept development. According to Russell, these would include four stages in young children. The presymbolic stage would be the first stage in concept development. Within this stage, an object must be present in order for a reaction to take place: Mother would bring a smile, but only when she is directly with the child. The next stage is the preverbal symbolic behavior. Here, the child has an idea but not the concept as such. The third stage is one of implicit general ideas; the abstraction is present but the generalization is vague; if Mother goes through a doorway, the door is as likely to be thought of
as "mother" as is the person. The last stage is one of explicit generalization, where a child begins to formulate meaningful words but still has no complete and final concepts. (24:231-232)

The growth of concepts is orderly, but there is a wide range of understanding of different types of concepts at any given chronological age. Russell, Jarolimek and Hunt all have made reference to various reasons for this difference which is evident in children. They indicate that growth in concept development is related closely to a child's background of experience and positively to such factors as chronological age, mental age, socio-economic level and the sequence of development which is concerned with the ability to handle abstractions. (24:162-163; 10:34; 9:167) Concepts which are introduced and taught at a level of complexity beyond the learner's readiness inevitably lead to lack of understanding, misunderstanding and verbalization.

The sequence of perception→abstraction→generalization is common to children. Thus, perceptual effectiveness is a constant factor contributing to ease of concept formation. The explanation of perceptual learning as advocated by Gestalt theorists and stated by Russell gives three main steps: (1) response to a vague, undifferentiated whole, (2) separate sensations of parts of the total and (3) an
integrated pattern of a new and meaningful whole. (24:73) Concepts are constructed by the individual on the basis of perceptual experiences. They are expandable and take on added breadth and depth as children acquire more experience and maturity. This ability to think in terms of abstractions is one of the most powerful tools man possesses.

Concepts cannot be taught directly. Included in the report of the State Central Committee on Social Studies to the California State Curriculum Commission is the idea that concepts, and thereby learning, are enhanced when precise procedures of instruction are combined in an organized conscious effort to help pupils arrive at valid and significant conclusions. There must be workable subdivisions which become reference points for particular units of study from which broad generalizations are gradually conceived by the learner. (23:Part III) Platt concurs as he indicates that a curriculum based on concept development is designed to give the learner a frame of reference for thinking in positive terms and thus bring him confidence and stability. (22:41)

Starr states, "Today, the development of critical thinking is recognized as a major goal of American education." (27:35) This type of thinking is an outgrowth of concept development. Every course of study in the social studies offers opportunities for development of skill in
critical thinking as a result of the building of concepts.

II. LITERATURE ON USE OF STILL PICTURES IN CONCEPT FORMATION

Educators are agreed that actual experiences constitute the most direct means of learning. Verbal symbols, whether written or oral, represent the most vicarious and abstract method of learning. Concept development or generalizing requires an extensive amount of concrete and semi-concrete experiences.

The use of still pictures within a classroom is warranted for several reasons. The National Council for the Social Studies Yearbook reports that still pictures stimulate attention, reinforce materials learned through verbal presentation, and develop skill in critical thinking. (17:202-203) Dale refers to the fact that still pictures add clarity and enrich the meaning of concepts being developed, and enable learners to see cultural phenomena that no longer exist. (6:249) Still another author, Williams, suggests numerous instructional purposes served by pictures: recall experiences, aid detailed study, correct misconceptions, prevent misconceptions, compare and contrast, build new experiences, build vocabulary, demonstrate a process, form value judgments, prepare for further experience, motivate learning, develop insight and appreciation, raise
questions and present problems, foster individual interest, build background, introduce topic of study, review and summarize. (32:Chap. 1) The values derived from the use of audio-visual materials in teaching have been well stated by DeKieffer:

1. They stimulate a high degree of interest in students - and interest is an important factor in learning.

2. They provide a concrete basis for the development of understandings and thought patterns, thereby reducing the number of purely verbalistic responses made by students.

3. They supply the basis for developmental learning and thereby make learning more permanent.

4. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.

5. They contribute to the growth of understanding, thereby contributing to vocabulary development.

6. They offer a reality of experiences which stimulate individual activity on the part of the learner.

7. They motivate students to investigate, thereby increasing voluntary reading. (7:2)

Since pictures can contribute much to the learning process, it is important that the viewer read and interpret pictures correctly if they are truly to have meaning for him. There appears to be a sequential growth of children in their ability to interpret pictures. Bartlett lists seven levels of response.

These stages are: (1) naming objects, (2) grasping
import, (3) observing details, (4) relating the picture to experience, (5) drawing inferences, (6) adding imaginative elements and (7) engaging in further activities suggested by the picture. (2:10)

McCune and Pearson, and Brown have condensed these seven stages into three, namely: (1) enumeration of objects, (2) description, (3) making inferences and interpretations. (17: Chap. XI; 3:409) The amount and nature of experience a person brings to a study of a picture determines the level of his interpretation. Picture interpretation can be most rewarding when the viewer knows what to look for and how to look.

Pictures can provide experience in critical thinking. Help must be given in dealing with the factual content and ways of relating and using facts. To help students think critically, the teacher must be concerned with learning what beliefs children hold, and adjust the teaching accordingly. Michaelis indicates that teachers need to note students' spontaneous comments and natural reactions to detect problems and misconceptions. Then, adequate time needs to be given for discussion, descriptions, interpretations, questions and comments. Through this, children can be guided to derive deeper significance and relate the picture to problems on which they are working. (19:256-257)

While darkening a room and setting up a projector
involve certain effort, it still appears that the projected picture has several advantages over a non-projected one. Dale and Kinder have pointed out some distinct advantages. Pictures are enlarged so that an entire class can study the same picture at the same time, thus providing a shared experience and a chance to clear up any difficulties for the entire class. The attention of pupils usually is captured more completely when other distractions are removed and eyes are focused on a screen. The magnification often helps to get across an idea as items take on a new importance when impressively magnified. Slides are well coordinated with the single concept idea in instruction (6:248; 14:41-42)

Thus it seems that the use of still pictures is an effective means of providing a basis for concept development. Careful preparation and use must be made of pictures, but their potential in education is worthy of the effort expended.
CHAPTER III

SLIDE UTILIZATION

The slides of early-day Kent provide an opportunity for helping children develop concrete, abstract and critical thinking as they view the pictorial representations. Through discussions, children will be able to clarify their own understandings of past events and relate them to present situations.

For each slide, a paragraph has been prepared to provide some necessary teacher background information. Then, there are suggested discussion questions to help in concept development. Some of the economic, social and historic aspects of early-day Kent are presented for utilization in concept development. The interpretation of what is seen in the slides and the resulting discussions will build upon the concepts children hold about life in an earlier day and will help them increase their knowledge and ideas.

Since information about the history of Kent is difficult for individual teachers to procure, there is some additional background material included which is not covered by the set of slides.
I. GENERAL INFORMATION

Early settlers and the White River massacre

The first homestead in what is now the Kent valley belonged to Samuel Russell. In the Spring of 1853, he built a log cabin two-thirds of a mile southeast of Kent. His wife and eight children joined him the following year.

The first white child born in King County was Salethia Neely, whose family settled near Kent on the Green River. In 1855, Mrs. Neely had a premonition of Indian trouble and the family fled to Seattle just prior to the White River massacre. When they returned, some braves in war paint came to their cabin and Salethia, who was three years old, ran to meet them and clapped her hands in delight. The amazed Indians thought her the spirit-child of the dead daughter of one of the braves and brought gifts and made friends of the Neely family.

Other settlers were not so fortunate and today there are two stone monuments on East Valley Highway giving testimony to the tragic past. In 1855, amid dreams of prosperity in a rich valley and negotiating of treaties with the Indians, the tragedy took place. The Indians were fearful of losing their lands forever and so decided to fight. In September they attacked the home
of Allen Porter but Porter escaped and was able to spread the warning to other settlers and to the acting Governor of the territory. Soldiers were sent to investigate, but all seemed peaceful so they reported that the settlers had become unduly alarmed. On October 28, 1855, the true situation broke. The day of horror began at the home of Harvey Jones. Answering a knock at the door, Mrs. Jones saw a band of hostile Indians. She slammed and bolted the door and hid her three children under a bed. Enos Cooper, their hired man, tried to escape through a rear window to go for help, but was instantly shot by the Indians. Mr. Jones, who had been ill, was also shot as the Indians broke into the house. Mrs. Jones was dragged outside, beaten and left to die. The children were discovered, taken outside and the cabin was burned. The chief directed the children to go to the Thomas place, a home where school was held. Johnny King, almost seven, took the two little ones and fled. A friendly Indian, Indian Tom, hid the three children and paddled them in his canoe to Seattle.

When soldiers went to investigate the massacre, they found two other families besides the Jones' had been killed: Mr. and Mrs. Brannon and infant and Mr. and Mrs. King, whose infant's body was never found. Three soldiers sent to investigate the massacre were also killed by the
Indians on December 4. One of the soldiers, Lt. Slaughter, made such gallant efforts in defense of the settlers that the town which grew up near there was named in his honor. Later its name was changed to Auburn.

**Early-day Kent**

The city was incorporated in 1889, and had a total population at the time of 700 to 800. It was called Titusville by many, after one of the leading citizens, James Titus. The first two-story brick hotel was also called "Titusville House". However, since it was platted in 1888 it has used only the name of Kent. The name was chosen due to the fact that hops were the main crop grown at that time, and the largest hop growing region in the world was then Kent County, England.

The city grew due to the rich valley soil. It was a region where most produce could be raised: potatoes, carrots, beets, parsnips, cabbage, cherries, pears, plums, prunes, raspberries and strawberries grew abundantly. The main crop, however, was hops. When this crop failed, due to lice infecting the crops in the 1890's, the farmers turned to dairying. The ready market for milk in Seattle and Tacoma and the condensery in Kent made dairying a popular and profitable business.
The first main industry

The old "Titusville House" hotel was purchased by Mr. Elbridge A. Stuart for $5,000. It was located at the corner of First Avenue and Meeker Street, where Kent Hardware is today. Mr. Stuart converted the hotel into a plant for making sweetened condensed milk. Dairymen were uninterested in the venture because other condenseries had failed. Mr. Stuart talked them into using adequate sanitation in barns and improving the quality of their herds, which revolutionized the dairy industry. When cans were made by hand, much milk spoilage occurred. Later, machines made the cans which were used and full-scale production was started.

The first day's run on September 6, 1899, was 2,640 one-pound cans of milk. The name Carnation was chosen when Mr. Stuart happened to walk by a cigar store selling Carnation brand cigars. Since other brands of milk had flower names, he chose "Carnation" for his brand-name. The Pacific Coast Condensed Milk Company became a success and is now one of the "giants" in its field. While in Kent, which is now known for being the home of condensed milk, the plant employed about 200, consumed 100 tons of milk per day and used more than a carload of tin plate each day. The Kent plant was ultimately closed and the company was moved to other areas where dairying was stable.
II. SLIDES

Slide #1: View of Kent

Background information. The picture was taken about 1900 from what is now Scenic Hill, looking west across the valley. The large white building in the picture is the Pacific Coast Condensed Milk Company.

Concrete thinking.
1. What buildings are seen in the picture?
2. What building materials seemed to be the most popular?
3. How were the streets laid out?
4. What evidence is there of industry?
5. What is the largest building shown?

Abstract thinking.
1. How did the city founders try to preserve the beauty of the town?
2. What evidence is there that care was taken to plan the city rather than let it "just grow"?
3. What main changes are evident in the city from 1900 to the present time?

Critical thinking.
1. What changes have necessitated the expansion of business and industry in Kent?
2. What problems would a community incur in the change from being a farming, residential area to that of an industrial area?
3. What might have been done to keep the valley for agriculture rather than industry?

Slide #2: Berlin Brothers Store

Background information. This store was located at the corner of Meeker Street and Railroad Avenue, and was the largest merchantile in the valley. The corner room was the grocery department, the adjoining room was devoted to ladies' clothing and upstairs was gentlemen's clothing. It was founded in 1890, making it the oldest store in Kent. The Kent store was operated by J. B. Berlin until 1904, when A. N. Berlin took over its management. The present Berlin Building is located where this first store was built and is now occupied by the Kent Meat Market, and other small stores and apartments.

Concrete thinking.

1. What type of transportation is shown?
2. What type of sidewalk was used?
3. How were some of the bulk items stored?
4. What is shown in the foreground of the picture next to the sidewalk?
5. What type of merchandise was for sale?
6. Why would the coat and pair of boots be hanging up outside the building?
**Abstract thinking.**

1. What use was made of the horse and wagon?

2. Why would the filling of orders and delivering of groceries have been easier in 1900 than now?

3. What would have limited the variety of foodstuffs available?

**Critical thinking.**

1. What problems in sanitation and refrigeration would be evident from the pictures shown?

2. How have present health regulations helped to solve these problems?

3. What further needs do we have in the area of health regulations in the handling of food?

4. How has the selling of foodstuffs changed through the years?

**Slide #3: Guiberson Building**

**Background information.** This two-story brick building was built in 1906 at the corner of First and Titus. It was so well-built that it is still in use today, housing the Kent Independent offices, Tyson's Damaged Merchandise store and apartments upstairs. At the time this 65' x 100' building was constructed, it cost $12,000 and boasted a plate glass front. The owner was C. E. Guiberson, a Kent realtor. The lower floor contained four stores: on the corner was A. Baumgard's ladies'
and gents' furnishings, then came a drug store operated by C. W. Preppernau and C. V. Lundquist's grocery store. Upstairs was Dr. Bradley's office and the Hudson-Woods Umbrella Factory.

**Concrete thinking.**

1. What is the building's construction?
2. How many shops are in evidence?
3. For what government service is the building to the right used?
4. What mode of transportation is shown?
5. Of what is the street made?
6. How do you know electricity was being used in the buildings?
7. What shops can be recognized?

**Abstract thinking.**

1. Why would a second-floor factory site be impractical in most situations?
2. What changes have taken place in road building?
3. What would people have done with their horses and buggies while they were shopping?

**Critical thinking.**

1. Why have building costs increased so drastically during this century?
2. What changes in the making of umbrellas would have occurred since this picture was taken? How do you account for these changes?
3. Why were people rather slow to accept the advent of motorized transportation?

Slide #4: Interior of Kent's second post-office

Background information. The picture shows Kent's second post-office, located next to the Guiberson Building at the present location of Goodwill Industries on First Avenue. The first post-office was located on John Langston's farm during the latter part of the 1860's. His farm was on a river-bank just west of Kent, four hundred yards down-river from the bridge across the Green River on West Valley Highway. This second post-office was built in 1902 by Lewis Hardy, who served as postmaster until 1913. Nell Wood Guiberson, who still resides in Kent, served as his assistant.

Concrete thinking.
1. How do you know electricity was used?
2. How was the building heated?
3. Where were the packages kept?
4. How was the mail given out?

Abstract thinking.
1. How do you know that mail was not delivered to a person's home?

Critical thinking.
1. What changes have been made in our postal services?
2. What brought these changes about?

**Slide #5: General Merchandise store**

**Background information.** The picture shows one of Kent's early general merchandise and clothing stores. Of interest is the wooden sidewalk in front of the store itself. These were in evidence throughout the main streets of Kent until about 1911 or 1912.

**Concrete thinking.**
1. What kind of sidewalks were used?
2. What kind of beautification is shown?

**Abstract thinking.**
1. Why was wood used for sidewalks?
2. What advantages and disadvantages would there have been in the use of canvas awnings on window fronts?

**Critical thinking.**
1. Why were spaces left between the boards of the sidewalks?
2. Why would they have changed from the use of wood sidewalks to the use of concrete?

**Slide #6: Grocery store**

**Background information.** Pratt's Grocery, one of several in Kent, is shown. An 1898 issue of the White River Journal listed some typical grocery prices: corn
meal sold for 25¢ for 10 pounds, salmon was 25¢ for two cans and salt pork was 8¢ per pound.

Concrete thinking.

1. Where is the grocery store located?
2. What is stored on the porch?
3. Of what is the sidewalk made?
4. What kind of lighting was used?

Abstract thinking.

1. For what purpose do you think the rest of the building was used?
2. About what year could this picture have been taken?
3. How can you determine the approximate date?

Critical thinking.

1. Would a person be allowed today to have a grocery store in his home? Why?
2. How do food prices compare with the cost of the same items today?

Slide #7: Rasmussen-Madsen Blacksmith Shop

Background information. The blacksmith shop was built in 1898 in the present location of the Rexall Drug Store on the corner of Second Avenue and Meeker Street. Besides being blacksmiths, the owners sold and rented horses and buggies and were the distributors for McCormack and Deering reapers and plows. The name Warner on the
building is that of the representative of the farm implement company.

Concrete thinking.
1. What kinds of transportation are shown?
2. What type of farm equipment is shown?
3. What appears to be on the facade of the buildings?

Abstract thinking.
1. Why would the front door have been made so large?
2. Why would there be three chimneys?
3. How could the sign have gotten so tattered?

Critical thinking.
1. Why were blacksmiths so vital to a community?
2. Why did the decline take place in the importance and quantity of blacksmiths?

Slide #8: Shoff's store

Background information. This picture was taken in 1903 of the store owned and operated by J. A. Shoff. It was located in the Crow and Shinn Building. Mr. Shoff is shown in the doorway. He started with a tonsorial business, which was both a barbershop and bath. His shop was the first barbershop in Kent. He then expanded his business to include the selling of men's clothing. Mr. Shoff was
the father of Clarence Shoff, the owner of the successful Shoff Sporting Goods store in Kent today.

**Concrete thinking.**

1. What do they sell in this store?
2. What store is located to the right?
3. How was Shoff's sign displayed?

**Abstract thinking.**

1. How is the sign different from those of today?

**Critical thinking.**

1. Why would a community the size of Kent be able to have several stores, such as Berlin's, Baumgard's and Shoff's, all selling men's clothing?
2. Why have barbershops changed over the years from tonsorial parlors to doing strictly barbering?

**Slide #9: Store building**

**Background information.** Shown in the picture is one of Kent's early general merchandise stores. Of interest is the style of the building with its large facade and side staircase and the modes of transportation which are pictured.

**Concrete thinking.**

1. Compare the difference between getting to the second floor of this building to that of getting to the second floor in buildings today.
2. Are any other buildings in evidence?
3. What kind of road was there in front of the store?

Abstract thinking.

1. How is the style of architecture different from what we see today?
2. For what might the wagon have been used?
3. What use do you think was made of the building on the right?

Critical thinking.

1. Why are independent stores finding it difficult to stay in business today? Is this good or bad for Kent? Why?

Slide #10: Fire scene

Background information. The picture shows the aftermath of a fire in 1903. The building was Fred's Place Saloon, located on First Avenue South, where the drive-in window of the National Bank of Washington is now. The saloon was housed in a tent until the new building was erected after the fire. Shown in the picture is the hand-pulled hose cart used at the time. The larger pieces of fire equipment, such as the hook and ladder cart, were pulled by horses. There was always a race to see which draying company could arrive first after the fire bell rang, as the first man there got the job
of pulling the equipment for $5.00.

Concrete thinking.
1. What type of establishment burned?
2. What fire equipment was used?
3. What uniforms did the firemen have?
4. What damage appears to have been done to the buildings?
5. What material was used in the construction of this building?

Abstract thinking.
1. How was the hose cart brought to the scene of the fire?
2. What other equipment would be needed to fight the fire?

Critical thinking.
1. How have modern fire-fighting methods and equipment been instrumental in the developing of present-day cities?
2. What reasons can you think of that so many cities had disastrous fires in the late 1800's and early 1900's?

Slide #11: Fire engine

Background information. This slide shows Kent's first motorized fire engine, manned by volunteer firemen. The Volunteer Fire Department was organized in 1892, but it wasn't until 1918 that a fire truck was used. The truck was a Maxwell which needed to be cranked to start
it, and carried only a hose and ladders.

Concrete thinking.
1. What equipment can be seen on the truck?
2. What is the condition of the road?

Abstract thinking.
1. Why would the motorized truck be an improvement over the previous equipment used?
2. What disadvantages would there have been with the use of the truck?

Critical thinking.
1. How have Volunteer Fire Departments proved to be practical over the years?
2. How is the present Volunteer Fire Department different from the earlier ones in Kent?

Slide #12: Kent's early-day leaders

Background information. Shown are the organizers of the Washington Central Improvement Company, a pioneer real estate company who platted the town of Kent in 1889. The picture was taken in 1890, and shows several civic leaders. Shown on the left is Aaron T. VanDeVanter, the first mayor of Kent who was elected on May 22, 1890. He was elected to the state senate while serving as mayor. Next is Charles Guiberson, a realtor who later erected the building bearing his name. The others are W. E. Ham,
Concrete thinking.
1. How many men are pictured?
2. Why type of clothing are they wearing?
3. What "Vogue" is in evidence?

Abstract thinking.
1. In what season of the year was the picture taken?
2. What must the weather have been like?

Critical thinking.
1. What makes a good civic leader?
2. Were good leaders more necessary when Kent was first being settled or at the present time? Why?
3. What are some reasons that clothing styles constantly change?

Slide #13: Ezra Meeker (1830-1928)

Background information. Ezra Meeker was one of the Kent Valley's earliest and best known residents, coming to the area in 1857. He surveyed much of the territory around Kent with J. J. Crow. Meeker was born in 1830 in a log cabin in Huntsville, Ohio. He made the trip in an oxcart with his wife and month-old son, taking five months to reach the Oregon territory.
During his lifetime he made several more trips, the last when he was ninety-three. He founded the Oregon Trail Memorial Association for placing markers along the route. He was also the main person responsible for the development of hop production in the valley. He is the author of several books concerning the history of Washington.

Concrete thinking.
1. Who was the man pictured?
2. Why type of clothing is he wearing?
3. What kind of gun is he holding?

Abstract thinking.
1. How has Kent honored the name of Meeker?
2. What were some of the important things which Ezra Meeker did during his lifetime?

Critical thinking.
1. What influence did Meeker have upon the growth of Kent?

Slide #14: Hop fields

Background information. Prior to 1900, the Kent valley was known for its hop fields. In fact, its name came from the famous hop district of Kent, England. Richard Jeffs and J. J. Crow really started the hop production in Kent, getting the idea from Ezra Meeker and his hop fields around Puyallup in 1878. Hop vines
grew from the same roots year after year and yielded 1800 to 3000 pounds per acre. Prices received for hops were about 17¢ a pound net, up to one dollar a pound in 1882.

The scene in the picture is in back of the present location of Nielsen's Pickle Factory. Vines grew to the height of ten to twelve feet, so "pole pullers" were employed to lay the poles of hops out flat to make it easier for the pickers. An average day's work earned each picker about one dollar.

Indians were used a great deal as pickers and they came from as far away as Wrangell, Alaska, to work in the fields. Great numbers of them would come by canoe down the Green River. The big hop boom was during the 1880's and 1890's, which stimulated business and growth in Kent. Finally, in the 1890's, hop production was hampered by low prices, lack of pickers, over-production and especially because of hop lice infecting the vines. Hops were replaced in the valley's economy by dairy farming.

Concrete thinking.

1. How did hops grow?

2. How tall were the vines? How can you determine the height?

3. What groups of people earned money picking hops?

4. What kind of pole is the boy on the left holding?

5. Why type of containers were used for the hops?
6. How would you describe hops to someone who had never seen them?

7. Why type of clothing was worn by the pickers?

Abstract thinking.
1. How would the long poles be used?
2. How could the farmers attract enough pickers?

Critical thinking.
1. How would hop picking compare with the field work in the valley today?
2. What effect would a crop failure have upon the economy of a community?
3. What dangers can you think of with a community's dependency upon one main crop?
4. Why was dairying a good substitute for growing hops?

Slide #15: Hop kiln

Background information. Shown is one of several hop kilns located in the Kent valley during the hop-growing era. This particular kiln was owned by George Wood and was built in 1890. A couple of hop kilns may still be seen today in the Orting area. After hops were picked late in August or September, they were taken to the kiln to be dried and pressed into bales. The part of the plant which was dried was the scaly, conelike fruit. Kilns had a drying floor about twenty feet above ground level. Hops were loosely scattered to a depth of one to
two feet and were dried with heat applied from a furnace below. It took eighteen to twenty hours for the drying process. They then were sold to the brewing industry for the flavor in beer and to make yeast.

**Concrete thinking.**

1. Where were hops put into the kiln?
2. Why is there a quantity of wood in evidence?
3. Into what kind of container were the hops put?
4. What is the kiln's construction?

**Abstract thinking.**

1. For what would the horses be used?
2. How would the bales of dried hops have been taken to the breweries?

**Critical thinking.**

1. Why was it necessary to use a kiln in preparing the hops for market?
2. If hop production was so profitable, what reasons can you give that it has not been attempted in the Kent Valley again?

**Slides #16 and #17: Lumbering**

**Background information.** The sawmills in the Kent area, including East Hill, employed some 350 men in the early part of this century. The Valley View Mill, operated
by J. J. Crow, was the first in the area, and produced 15,000 feet per day. It was located on East Hill, one and one-half miles from downtown Kent. Logging was done with a donkey engine. The mill which is shown is a shingle mill which belonged to David Neely, who is the second man standing from the left.

Concrete thinking.

1. What are the men holding?
2. How were logs taken from the forest?
3. How were the horses used?
4. What was the main type of tree which is shown?
5. What would be made in the mill which is shown?
6. How many circular blades are shown?
7. How is the mill constructed?

Abstract thinking.

1. For what would the poles, called peaveys, be used?
2. How was a skid road used?

Critical thinking.

1. How has lumbering changed over the years?
2. What are the reasons there are few saw mills around Kent today?
Slide #18: Homes

Background information. Slides 18a, 18b and 18c show three of the early-day homes in Kent. The first home, 18a, shows the Titus house. This was owned by James Titus, Kent's second mayor, and a blacksmith and realtor by trade. The town was called "Titusville" by some. He, and his family of eight children, came to Kent in 1881. He was very active in community affairs until his death in March, 1906. The second slide, 18b, shows the home owned by Emma Russell Crow and James J. Crow, sometimes called the founder of Kent. This three-story house was built on First Avenue South, where Lynch Manufacturing is today. It was the only house in the vicinity with water piped inside. It was built in 1884 for the Crow family, and contained seventeen rooms to accommodate the thirteen Crow children. The third floor was a ballroom where many of Kent's social functions took place. It was heated by a series of wood stoves, and, in 1895, the house caught fire. The fire department was unable to save it because the two-inch mains of hollowed-out logs were inadequate to fight the fire. The third slide, 18c, shows a much more typical home of early-day Kent which belonged to the Ramsey family.
Concrete thinking.
1. What type of construction was prevalent?
2. What decorations are shown?
3. What architectural feature is shown around the second floor of the homes?

Abstract thinking.
1. How are the homes different from those we have today?

Critical thinking.
1. How have our needs for architectural styles in homes changed over the years?

Slide #19: Farm scene

Background information. The slide shows a typical farm scene in the Kent valley early in this century.

Concrete thinking.
1. On what is the man riding?
2. How is the barn constructed?
3. What means of transportation is shown?

Abstract thinking.
1. How do you know the picture was taken of a valley farm rather than one on East Hill?
2. Why would the barn be such a good, well cared for building?

Critical thinking.
1. Why are farmers today in the Kent valley finding it increasingly difficult to maintain their farms?
The school which is shown is the second school, the first having been destroyed by fire in 1902. The first actual school was held on the Ponssen Place near the river on East Valley Highway. It was one room, with one teacher for forty to fifty children, and was the third school district in the county. In 1872, school was held for only three months, but by 1884, it was held for nine months. The first and second real school buildings were located on the site where the present Valley Elementary is today. This building housed all twelve grades and had twelve teachers, eight for the first eight grades and four for the high school. There were only twenty-one accredited high schools in Washington at the time this building was built, and Kent was proud to have their high school among the accredited ones. The subjects taught were: chemistry, botany, physics, Latin, German, English, ancient and modern history, algebra, geometry and physical geography. The building shown was torn down in 1938 to make way for the present Valley Elementary School.

Concrete thinking.
1. How many stories tall was the building?
2. What type of construction was used?
Abstract thinking.
1. What makes the school different from the ones we have today in Kent?

Critical thinking.
1. Why do we use one or two story buildings for schools today?
2. What would be some advantages and/or disadvantages of going to school with all twelve grades in one building?
3. Why do high schools today offer a wider variety of subjects?

Slide #21: Students

Background information. Shown are some of the students of the Kent School in approximately 1910.

Concrete thinking.
1. What type of clothing are the children wearing?

Abstract thinking.
1. Why is there such a difference of ages shown among the children pictured?

Critical thinking.
1. What advantages and/or disadvantages would come from wearing the type of clothing shown versus what is worn today to school?

Slide #22: School transportation

Background information. The first public trans-
portation of school children in the state of Washington started in Kent. The slide shows the first "school buses". By 1915, there were "school buses" operating on East Hill. These were just wagons drawn by two horses. By 1920, Panther Lake's bus was a Model T with a canvas cover over the box on the back. Children would scramble over the back board to get in, and inside there was just a bench on each side on which to sit.

**Concrete thinking.**

1. What type of wheels are on the wagons?
2. What material was used for the sides of the wagon?
3. Where was the picture taken?
4. What makes you realize that the "buses" were crowded?

**Abstract thinking.**

1. What would it have been like to ride inside the wagon?
2. How would the children get inside?

**Critical thinking.**

1. How would you compare the school buses of today with those shown?
2. Why would school buses be important, both at an earlier date and at the present time?
Background information. The picture shows the steamboat "Nellie" docked in Elliott Bay, Seattle. This was one of many boats which traveled the Green River between Seattle and Kent. The early Kent settlers were dependent upon river boats for travel to Seattle and marketing of goods. The White River was diverted into the Puyallup in 1906, but before that it flowed in the same channel as the Green River and formed a much larger stream than the present Green River. The banks were heavily over-hung with trees and the river bed contained snags. The many sand bars and bends provided obstacles to any but a flat-bottomed boat. The first boat, the "Traveler", owned by Captain J. G. Parker, was used in 1856. The scows which ran on the river went from O'Brien to Seattle with two overnight stops. The round trip would take four days, with two Indians pushing with poles while the captain steered. The "Lily", a steamboat, went from Seattle to Alvord's Landing in Kent in twelve to fourteen hours.

Concrete thinking.

1. What type of boats are shown?

2. How were they powered?

3. How do you know the picture was not taken in Kent?
Abstract thinking.

1. How were boats used by the early settlers?
2. Why were they important to the community?

Critical thinking.

1. Some people have talked about widening the Green River to once again allow ships to come into the valley and make the towns important ports. What would be involved in doing this? What advantages and/or disadvantages would occur?

Slide #24: Interurban

Background information. During the period from 1902 to 1928, Puget Sound Electric Railway interurban trains provided a main means of transportation from Seattle to Tacoma, through the Green River valley. Roads were almost impassable, so service was vital to the area. Fifty-seven trains a day served the community and the regular running time was forty-six minutes between Seattle and Kent. Locals were stopped when signaled every mile or so, by pulling a hand lever of the signal box. An exposed third rail, loaded with electricity, ran parallel to the main train tracks, and from this the interurban extracted its running power. Death was almost certain if one touched it. The main car house, holding sixteen cars, was located in Kent, as was one of the three sub-stations providing power for the trains. The general operating
offices were located in the second story of the passenger and freight station. The fare was sixty cents one way or one dollar round-trip between Seattle and Tacoma. Passengers were charged twenty-five cents extra to ride in the plush parlor car. Besides passengers, the carrying of freight was important right from the start. By 1928, buses and private cars had caused such a falling off in passenger travel that it was necessary to discontinue operations.

Concrete thinking.

1. How are the rails different from railroad tracks?
2. What utility poles are shown?
3. What is on each side of the roadbed?
4. How is the roadbed built?

Abstract thinking.

1. Why would the fences be necessary?
2. Why were the tracks built above the valley floor?
3. What differences do you see between an inter-urban and a railroad train?

Critical thinking.

1. How would the "rapid transit" advocated for the area today be compared with the inter-urban system?
CHAPTER IV

SUMMARY

Throughout a child's learning experience he is continually building on knowledge already acquired and changing his ideas and concepts in accordance with his maturity and new understandings. Teachers need to be aware of the process of concept development and provide opportunities for children to learn to assimilate and evaluate concepts. Since growth in concept development appears to be related to many factors, numerous experiences need to be provided for children so that they may mature in this at their own rate of readiness.

One of the best and most accessible ways to help develop concepts is through the use of pictures. What is seen is often better understood and remembered longer than that which is learned through other methods. A picture adds clarity which is difficult to achieve by other media. Even though the use of pictures has been evident in teaching for years, their effectiveness has not always come up to their potential.

Children grow up looking at pictures, but they need to be guided in their ability to comprehend what they see. This skill of reading pictures is a vital one to develop if children are to garner what is essential for meaningful concepts. Misconceptions are apt to occur if a child is
not taught to analyze and understand what a picture presents to him.

Since concepts cannot be taught directly, it is only through varied experiences that a child begins to build upon concepts which he holds. His ability to enumerate exactly what is seen in a picture is the first step toward understanding. He then needs to be guided toward the more abstract knowledge which he can gain from pictures. Describing, seeing causes for happenings, making inferences and relating what is seen to other knowledge which he holds, all are ways of furthering the growth of concept development. Imparting this type of critical thinking among students is one of the main goals of educators. Surely, pictures provide educators with this opportunity.

Thus, this study has presented one way that pictures might be effectively used to develop concepts. The set of slides will provide Kent teachers with a resource for making the history of their community more meaningful to students. Discussions resulting from the questions which accompany the slides will help students gain an appreciation of what those who have gone before have done.

No statistical proof of the effectiveness of the slides and their utilization in concept development was gathered. It is hoped that their practical
classroom use will be evidence of their contribution toward a deeper understanding of the history of Kent on the part of the students who will use them.
BIBLIOGRAPHY


