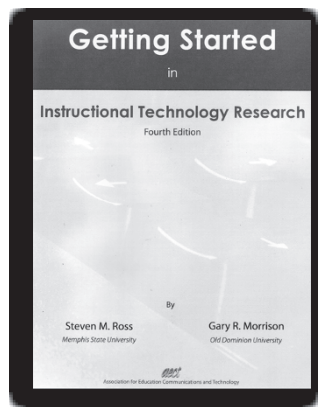




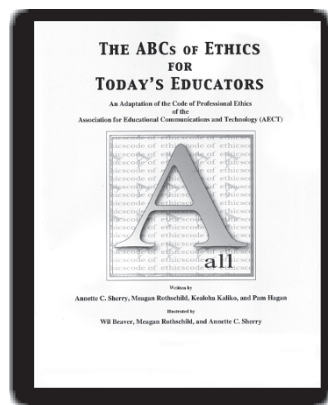
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# Connellys' Classroom Cutaway

*Tips for K-12 educators for helping students communicate and create using visual motion media, photography, and technology*

## History of Animation

By John and Marilyn Connelly



In the last "Cutaway" column, Marilyn and I promised that we would continue to explore the history of motion pictures and the development of animation. As we taught students to create and communicate using media, we discovered that they had a deep interest in the history of media and its significant influence on other aspects of the history of the country.

During the mid and late 19<sup>th</sup> century and the beginning of the 20<sup>th</sup> century, the art forms of visual still and motion media began its impact on America and the world. This was an exciting time. Inventions and discoveries of all kinds impacted the lives of those living at the turn of the century. Often the lives and work of these inventors and change agents became intertwined. Here are a few examples.

In our last column we mentioned Matthew Brady, a famous Civil War photographer. His life has been called the "Age of Brady", and even the "Age of the Camera". During the span of his life the groundwork of both photography and cinematography was laid.

But history records that he was not alone working in this field. A man named Joseph Niepce (1765 – 1833) took a photograph in 1826 using a device called a "camera obscura". We mentioned this early invention in the last column. Joseph formed a partnership with another man that young media students should know about. His name is Louis Daguerre (1787-1851). By 1836 Louis had perfected the photo development method of treating silver plates with fumes of iodine.

That process was given Louis' name: "daguerreotype process" because he developed it after Joseph's death.

Did you know that Samuel F.B. Morse, who we remember best for the "Morse Code" and the telegraph, was trained to be an artist? Among many other achievements, he painted portraits, helped found the National Academy of Design to help young artists, and was one of the teachers of Matthew Brady. That's right. These two men were colleagues.

The colleagues, Morse and Brady, next had a hand of bringing to America from France the daguerreotype process to develop photographs. Louis Daguerre's process was one without a negative. Older teachers will remember negatives that came back to the drug store with developed photos. And if there was a particular photo that you liked you could take the negative back to the processor and have more copies made. But daguerreotype prints became one of a kind. No copies could be made. This was a problem, but that process served as the principle mode of photography development for twenty years.

So we see the lives and efforts of three giants in the early history of photography became intertwined. The work of these three, their hard work and inventions led to the inventions of those who followed them like Marconi, Alexander Graham Bell, and of course, Edison & Co. and with them laid the foundation of the art that our young students are now practicing. It is a good thing for them to know.