Plan for organizing and conducting a photography club for the Benson County Agricultural and Training School

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The University of Montana
A PLAN FOR ORGANIZING AND CONDUCTING
A PHOTOGRAPHY CLUB
FOR THE
BENSON COUNTY AGRICULTURAL AND TRAINING SCHOOL

by

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

In this paper, the writer has presented a plan for organizing and conducting a photography club at the Benson County Agricultural and Training School.

A review of literature on photography and photography club work, while giving valuable ideas and suggestions, did not yield an over-all plan that could be adopted by this specific county high school.

The Benson County Agricultural and Training School is a four year county high school located near the city of Maddock in the north central part of North Dakota. Curriculums in agriculture and industrial arts, home economics, business education, general high school, and college preparatory are offered by this school. The school has an enrollment of approximately one hundred and fifty students and has a staff of eleven members including the superintendent. About eighty-five per cent of the enrollment comes from rural Benson County, and a boys' dormitory and a girls' dormitory accommodates these students. That this school has been the terminus of formal education for the majority of its students is evidenced by the fact that only fifteen per
cent of the students who are graduated have continued on to college or training in other specialized schools.

During the winter months very few of the rural students are able to go home for weekends, and during the spring and fall months only half of the rural students are able to go home for weekends. This arrangement leaves the students at the Benson County High School with more leisure time than the students in the average high school who stay at home and have home duties to perform. Worthy use of this leisure time is a problem that the Benson County High School must solve.

Another problem confronting the school is that about forty per cent of its student body do not have an opportunity to participate in organizations that develop democratic qualities and qualities of leadership. Clubs such as the Future Farmers of America, Future Homemakers of America, and the Athletic Club are active in the school; but they are of a selective nature as far as membership is concerned since only those enrolled in vocational agriculture, home economics, and athletics are permitted to join.

The two problems just mentioned are recognized by the faculty at the Benson County High School and have been discussed at faculty meetings. No definite plans have been worked out to remedy these problems, but the faculty did agree that the problems could perhaps best be solved by
organizing some hobby clubs.

The purpose of this paper is to present a plan for organizing and conducting a photography club, which, the writer believes, would provide a partial remedy for two problems that now confront the school. Undoubtedly, this would not fully correct the situation, but could be a step in the right direction towards developing worthy use of leisure time, democratic qualities, and qualities of leadership.

The photography club could become a part of the Benson County Agricultural and Training School if the plan submitted for such an organization seemed worthwhile, reasonable, and well organized. The bases for making the above statement are: the writer has discussed the possibilities of forming such a club with the superintendent and he was very much interested in such an organization; the school has the necessary space for a darkroom laboratory; and most of the essential darkroom equipment is on hand so that the added financial burden necessary to conduct a photography club would not be very large.

This paper has been written as a guide in organizing and conducting a photography club and as a source of material and ideas for this club. The writer wishes to emphasize that this is not a plan that has been tested and proved to be successful, but that it is a plan to serve as a guide for organizing and conducting a photography club.
An attempt has been made to relate the work of the club to the other curriculums of the school whenever this is possible.

Although this paper deals mainly with organizing and conducting a photography club for the Benson County Agricultural and Training School, the author hopes that the plan might be of value to others who believe that such a club would be a good addition to their school program.

OBJECTIVES OF A PHOTOGRAPHY CLUB

The main objectives for organizing a photography club have already been mentioned: provide for worthy use of leisure time by students while in school and in later life, and to help students develop democratic qualities and qualities of leadership.

Following is a list of specific objectives which the writer hopes to develop through a photography club:

1. To provide a means by which students can learn how to conduct themselves in a group.
   a. To have students learn correct parliamentary procedure.
   b. To have students express their opinions to the group.
   c. To have students work for goals through group action.

2. To provide a means by which students can learn to take charge of groups by holding offices in the club.

3. To have students develop an appreciation of photography.
4. To have students adopt photography as a hobby.

5. To provide the necessary information and training in photography so that students having special interests and abilities in this field may consider photography as a vocation.

6. To train students to take pictures, develop film, and print pictures.

7. To encourage students to purchase cameras of their own and set up darkrooms in their homes.

8. To provide an organization that can be an asset and can render services to the school by:
   a. Supporting school policies and events.
   b. Furnishing pictures for school publicity in newspapers, magazines, bulletins, and the yearbook.
   c. Providing a place where students can secure pictures of various school activities that they may desire.
   d. Providing the school with student leaders.
   e. Providing a means of keeping pictorial records of the school.

9. To have the school set up a darkroom that may be used:
   a. In turning out pictures for school publicity purposes.
   b. For instruction and demonstration purposes in the photography club.
   c. For students in developing their personal films and printing their personal pictures.

COLLECTION OF INFORMATION

The information and ideas in this paper were procured from several sources. Ideas on club organization were
gathered mainly from books and periodicals. Information on the subject of photography was secured from books, periodicals, bulletins, pamphlets, literature from camera companies, and through interviewing people in the field of photography. Catalogues on photographic equipment were examined and interviews were held with dealers in photographic supplies as sources for information on photographic equipment.

ARRANGEMENT OF THE PAPER

Chapter I entitled INTRODUCTION, contains a statement of the problem, the background setting of the problem, a list of objectives of a photography club, and a list of types of information sources.

In the second chapter of the paper, which is entitled THE ORGANIZATION OF THE PHOTOGRAPHY CLUB, the following topics are discussed: creating an interest in a photography club, the first meeting of the club, and drafting a constitution for the club.

Resource units for the study of photography are presented in the third chapter. In each unit are listed the topics that might be discussed, suggestions as to how these topics might be presented, and sources of information relating to these topics.

School photographic equipment that should be provided in connection with the photography club is the theme of the
fourth chapter. The discussion in this chapter centers around three things: school cameras, school darkroom equipment, and a library for the photography club.

In chapter five methods for evaluating the work and activities of the photography club are given. The final chapter presents a summary of recommendations and suggestions presented throughout the paper, and lists the desirable outcomes of the club.
CHAPTER II

ORGANIZING THE PHOTOGRAPHY CLUB

Photography could be studied by adding a course in photography to the school program of studies. However, the writer thinks that photography can be studied as well through an extra-curricular organization which will also provide a means whereby students can take part in a social organization giving them training in leadership, democracy, and sociability.

In this section of the paper the writer has presented a plan that might be used as a guide in organizing a photography club. The organization of the club presents a very good opportunity for drawing on information from other curriculums in the school. The philosophy underlying the formation of the club, the items to be included in the constitution, and the arrangement of the constitution can be related to social studies work. Writing of the constitution can be related to the English curriculum. Publishing the constitution can be done by club members enrolled in the business curriculum who can type and do mimeograph work.

The club cannot be forced on the students; the idea for organizing the photography club must originate with an individual and this individual must interest others in the possibilities of such a club. In planning the organization
of the club, all students that are to be members of the organization should have a voice in the planning. The club organization should result from the planning of not just a few, but from all its members.

CREATING AN INTEREST FOR A PHOTOGRAPHY CLUB

There must be a sufficient number of students interested in photography to organize and support a photography club. If there is not enough interest in such a club certain things can be done to stimulate an interest in photography and club work.

The first step to be taken in organizing a club is to call a meeting of those students already interested in photography and to enlist their support in interesting a larger group of students. Following are a list of suggestions that might be used to create interest in photography.

1. Post picture displays in the school. Use enlarged pictures for the display putting the original small picture beside the large picture for contrast.

2. Distribute literature on cameras and photography.

3. Have students already interested in photography bring their cameras to school to show the other students. Also have students who have done photographic work exhibit their pictures to the other students.

4. Discuss the possibilities of a photography club by giving a lecture in a school assembly period and by writing an article for the school paper.
FIRST MEETING OF THE CLUB

After the campaign to create interest in a photography club has been completed, or if there is sufficient interest already without a campaign, a meeting should be planned for organization purposes.

The organization meeting should follow parliamentary procedure. An individual should act as temporary chairman and a discussion should be held on organization procedure. After the discussion has been completed, someone should make a motion that a club be organized or the chairman should ask for such a motion from the group. When the motion for organization has passed, a temporary set of officers should be elected to carry out the organization of the club.

The following topics should be discussed, but no definite action need be taken on them during the first meeting:

1. Name for the club.
2. Emblem for the club.
3. Colors for the club.
4. Aims of the club.
5. Membership requirements.
6. Writing a constitution.

The group should know what a constitution is and what items should be included in the constitution. Constitu-
tions of other school clubs could be examined at this meeting, to give the students a better understanding of the nature of a constitution. Virginia Bailard and Harry McKown in their book _So You Were Elected_\(^1\) have this to say about a constitution.

A constitution is a sort of picture-on-paper or blueprint of an organization. It sets forth the purposes of the organization or club, tells who may belong, and gives details of the members' rights, duties, and responsibilities. It lists the officers and describes their powers and duties as well as the methods by which they are elected.

The date for the next meeting of the club should be decided upon and the topics to be discussed at the next meeting should also be determined at this meeting.

**OTHER MEETINGS ON ORGANIZATION**

The first few meetings of the club ought to be devoted to organization problems, but time should be taken for a social gathering after the business meetings so that club members might become better acquainted.

During the second meeting of the club further discussion on the constitution will be necessary. The sections of the constitution should be decided upon and the drafting of each section should be left to committees. Committee work

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is suggested because time would be saved in writing the constitution, and all the club members would have experience in the drafting of a constitution.

At subsequent meetings the sections of the constitution that have been drafted should be presented to the group for approval and additions or corrections. When the constitution is in proper form and meets approval of the group, it should be presented to the club for formal adoption. The constitution can be adopted in parts or as a whole. This can be left to the discretion of the club.

After the constitution is adopted a permanent set of officers should be elected and then the club can concentrate on carrying out its other objectives.

**DRAFTING THE CONSTITUTION**

The constitution is a very important part of the club and great care should be taken in its preparation.

An outline of a constitution, that should serve as a guide or a source for ideas when drafting a constitution, is presented in this section. The ideas contained in the outline were gathered from the author's experience in club work, a study of constitutions of various clubs, and from material on constitution construction.

Bailard and McKown list the following guideposts in
writing the constitution.

1. The constitution should be written out.

2. The constitution should fit the organization or group for which it is intended.

3. Every item in the constitution should be functional.

4. Only items of a permanent nature should be included.

5. The constitution should be as simple as possible.

6. The constitution should provide for equal rights for all the members of the club.

7. The constitution should include definite provisions for amending.

8. Serious study should precede adoption.

A list of articles for consideration in the constitution and comments or suggestions relating to these articles follow:

1. ARTICLE I — Name, etc.
   a. Name of the club.
   b. Emblem of the club.
   c. Colors of the club.
   d. Slogan of the club.

2. ARTICLE II — Purposes.
   a. Purposes or objectives of the club.
   b. Duties for which the club is responsible.

   (For suggestions see pages three, four and five of this paper.)

2 Ibid., pp. 49-52.
3. ARTICLE III -- Membership.
   a. Qualifications for membership.
   b. Initiation of new members. (If desired.)
   c. Provisions for discontinuation of membership.

4. ARTICLE IV -- Officers.
   a. Number of officers required.
   b. Duties of officers.
      1.) Definition of authority.
      2.) Provisions for replacement.
   c. Qualifications necessary.
      1.) Scholastic marks.
      2.) Length of time in club.
      3.) Whether a student should be elected to office if he holds an office in another club.
   d. Election of officers.
      1.) Time of election.
      2.) Manner of election.
   e. Installation of officers.
      1.) Time.
      2.) Place.
      3.) By whom.
      4.) Details of ceremony.
   f. Length of term of office.

5. ARTICLE V -- Committees.
   a. Number needed.
      1.) Membership.
      2.) Recreation.
      3.) Lunch.
      4.) Activities.
      5.) Nominating.
      6.) Finance.
      7.) Auditing.
   b. Appointment or election.
   c. Term of office.
   d. Duties and responsibilities.

6. ARTICLE VI -- Meetings.
   a. Regular meetings.
      1.) Frequency.
      2.) Place.
      3.) Time.
      4.) What constitutes a quorum.
b. Special meetings.
   1.) When they can be called.
   2.) Who can call them.

7. ARTICLE VII -- Finances.
   a. Dues. (Should be low enough so that a student is not prevented from joining because of financial reasons.)
   b. Special assessments.
   c. Special activities to raise funds.
   d. Method for approving payment of bills.

8. ARTICLE VIII -- Records.
   a. Records required for club.
      1.) Membership.
      2.) Income and expense.
      3.) Minutes of the meeting.
      4.) Student club records.
   b. Form for records.
   c. Responsibility for records.

9. ARTICLE IX -- Annual activities to be sponsored.
   a. Picture contests.
   b. School parties.
   c. Club parties.
   d. Displays of club photographic work.

10. ARTICLE X -- Awards.
    a. Kinds of awards to be made.
    b. Rules or qualifications for awards.
    c. How awarded, time, place, by whom.

11. ARTICLE XI -- Amendments.
    a. How originated.
    b. Voting procedure and requirements.

Under Article IV, relative to officers, the club adviser could also be listed as an officer. The adviser may be elected by the club or he may be appointed by the superintendent of the school. Regardless of how the club adviser
is chosen, he should have the following qualifications: he should be a person who has an interest in photography and club work, he should have a schedule that permits him to devote a sufficient amount of time to club work, and he should be a person that the students respect and want in their organization. Mr. Henry Busch makes the following suggestions regarding a club adviser.3

The adviser to a club should be self-effacing, seeking to direct the interests of the group toward its organization and program rather than towards himself. He should seek to discover within the group needs and interests which can be made the starting point or organizing center for activity. He organizes, systematizes, and deputizes in such ways that instead of carrying the responsibility himself and as a result deriving benefit of growing experience, he develops within the group increasing powers of initiating, planning, carrying responsibility, and assuming leadership.

The writer has the following suggestion to add to Article VI, which deals with meetings. The meetings should be divided into three sections. The first section of the meeting should be devoted to business purposes, the second section to the study of photography and the last section should be used for social and recreational purposes.

Article VIII concerning records is believed important enough to be given a place in the constitution. The author believes that the keeping of records gives good training to

students and will make them appreciate good record-keeping.

Mr. Busch makes the following comments about club records.

1. Records serve as a source of information for new officers.
2. Records lead to more practical administration.
3. Records lead to improved practices.
4. Records permit group self-criticism and improvement.
5. Records stimulate critical evaluation of club progress.

Sources of Information on Organization

Below are lists of sources of information that should prove valuable for suggestions on organization and constitution construction.


2. Other Sources.

a. School policies and regulations on forming clubs or extra-curricular organizations.

b. Constitutions of local organizations such as the Future Homemakers of America and the Future Farmers of America.
CHAPTER III

DEVELOPMENT OF RESOURCE UNITS FOR THE STUDY OF PHOTOGRAPHY

This chapter was developed by securing suggestions from people in the photographic field concerning photography and photography clubs, examining literature on photography, evaluating material gathered, and presenting this material as resource units on photography.

Acknowledgement is made to the following gentlemen, all residents of Missoula, Montana, who took business time to give the writer their ideas and suggestions on a photography club and the study of photography: Mr. Roger Wyatt, Photographic Supply Salesman, Missoula Drug; Mr. Harry E. Butler, Manager, McKay's Art Company; Mr. Ernie Briscoe, Briscoe Campus Camera Shop; Professor O. J. Bue, Journalism School, Montana State University; and Mr. Art Armstrong, Wester Finance Company.

These men were selected for interviews because of their interest and experience in the field of photography and their

5 A resource unit is a systematic and comprehensive survey, analysis, and organization of the possible resources (e.g. Problems, Issues, Activities, Bibliographies, etc.) which a teacher might utilize in planning, developing and evaluating a learning unit. (Definition taken from Harold Alberty, Reorganizing The High-School Curriculum. (New York: The MacMillian Company, 1950), p. 250.)
experience in photography club work. Mr. Wyatt and Mr. Butler are dealers in photographic supplies and both men have had considerable experience with photography clubs. Mr. Briscoe is a commercial photographer who received his training at the Art Center School at Los Angeles, California. Professor Bue has had experience in teaching classes in photography. Mr. Armstrong is interested in photography as a hobby and has produced some outstanding photographic work. He has had several pictures and articles printed in photographic magazines.

The interviews were informal with the following questions serving to guide the interview:

1. How would you go about organizing a photography club in a high school?

2. What should be the qualifications for membership in the club?

3. What topics should be studied in photography?

4. What equipment is necessary to operate a successful photography club?

5. What books and magazines on photography would you recommend for club use?

6. What practices proved to be poor in the club in which you were a member?

7. What practices proved to be useful in the club in which you were a member?

The results of these interviews appear in the following section on guideposts in planning the resource units, and in the chapter on photographic equipment for the school.
Below are suggestions obtained from interviews regarding the photography club.

1. The photography club should be open to all students who have an interest or think they might have an interest in photography.

2. When discussing the possibilities of a photography club, do not frighten away prospective club members by talking about photography in technical terms.

3. Lack of finances should not prevent a student from joining the photography club. Expensive equipment is not necessary to do good photographic work. Dues of the club should be kept to a minimum.

4. The club adviser should have a broad knowledge of photography. He should supervise club work and give suggestions, but he should not run the club.

5. Photographic expeditions and picture contests should be sponsored to create interest in picture taking. On photographic expeditions assign specific pictures that should be taken and limit the number of shots each individual is allowed, to prevent waste of film and insure careful planning when taking the picture.

6. In picture contests, stress quality work. Have contests on snapshots and enlargements, but limit the size of enlargements to 8 x 10. Give awards for contests; these awards need not be expensive.

7. Have students keep samples of their early work for comparison with the later work.

8. When criticizing students' work, be very careful so that you do not discourage the students.

9. The school should provide a supervisor or adviser for the club, a good press type camera, and darkroom facilities. Avoid buying darkroom nick-nacks and accessories.

10. When electing club officers, elect those who will do the best job; do not have the election as a popularity contest or elect the best photographers.
as officers because often they do not make the best club officers.

11. After the first year of club work consider dividing the club into an advanced and amateur group.

GUIDEPOSTS IN PLANNING RESOURCE UNITS

In planning the resource units for the study of photography, the guideposts which follow were used as the basis for setting up these units. The suggestions or guideposts are the contributions of the gentlemen interviewed.

1. Keep the study of photography as simple as possible; always keep it within the understanding of the club members.

2. Start from the very beginning in the study of photography. Take nothing for granted as far as the students' knowledge of photography is concerned.

3. Each student should have his own camera. A camera that has adjustments for lens opening, focusing, and shutter speed is desirable, although not necessary, because this type camera will permit taking pictures under more adverse conditions.

4. The goal of each student is to do the best possible photographic work he can with the equipment with which he has to work.

5. In studying photography have a well prepared outline of the topics the club is to discuss and keep the discussion centered around these topics. Do not skip all over the field of photography when studying a specific topic.

6. In studying photography most of the material should be presented by interesting lectures, visual-aids, demonstrations, and actual practice. Avoid book study, but try to interest the students in photographic problems so that they will do research on their own accord.
7. Study photography in the proper sequence i.e., first learn to take a good picture, then learn to produce a good negative, next learn to use the contact printer, then the enlarger, and after this take up special photographic problems.

8. Avoid the study of the theory of photography at the beginning of the study of photography.

9. Students should learn to take pictures, develop film, and print pictures early in the course to motivate their study of photography.

10. Stick close to black and white picture work rather than color work, especially during the majority of the first year's work. Reasons for this recommendation are:

   a. Color photography is more expensive than black and white photography and may be out of financial reach of many of the club members.

   b. Color photography is more exacting. The laboratory work required may be beyond the ability of the student who is just beginning in photography.

   c. The hobby in photography is doing all the work yourself i.e., taking the picture, developing the film, printing the picture, and mounting it for exhibition. Often color work consists merely in snapping the picture and then having some commercial photographer complete the process.

   d. Black and white photography will give the student a better background for doing good color photography later on.

   e. Color photography has, in some cases, taken away interest in black and white photography and also interest in photographic clubs.

NOTES ON PLANNING THE RESOURCE UNITS

In planning these resource units, an attempt has been made to relate the units to other school subjects. The study
on the theory of photography and developing film can be related to chemistry and physics. Journalism can be brought into the study through pictures for the school newspaper and yearbook. Picture composition and subject matter are closely related to the art curriculum. Photography can be related to agriculture by taking pictures of animals, grain fields, farm machinery, and farm plants.  

There is no definite sequence that must be used in the study of photography. The writer has presented the units on photography in an order that he believes would prove satisfactory. The first unit is taking the picture and the second unit is developing film and printing pictures. These units were listed first to motivate the students' interest in photography and take him through the photographic cycle as rapidly as possible. Theory was listed next because the writer believes that a study of theory would be more meaningful after the student had taken pictures, developed film, and printed pictures. Following the unit on theory, camera adjustments and the light meter, the enlarger, the home darkroom, and the mounting of pictures are presented. The enlarger is presented after the printing of pictures has been studied because work on the enlarger will be easier.

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6 Agriculture was used as an illustration. Photography could be related to other school curriculums using the same method.
after the student has learned to use the contact printer. The home darkroom is discussed after the student has used darkroom equipment and is familiar with correct darkroom procedure. Mounting of pictures concludes what the author considers the essential elements in the study of photography. Although the author favors presentation of units in the order listed, units can be studied in any sequence the club desires.

The resource units do not have to be covered completely as the outline on the units might indicate. Some of the items listed under the units may be too difficult for the beginning student to comprehend. These items should be taken up in advanced work. The items which might be too difficult were purposely placed under these units because of their relation to the unit. To illustrate the point more clearly, the writer calls specific attention to unit V, the enlarger, page 35. In this unit, diffusing disks, texture screens, and toning were listed for study and demonstration. These specific topics may be too difficult for the beginner to comprehend and they should probably be taken up in advanced work. The club adviser will have to use his own judgement on how much of the material in each unit should be covered or just what material the student is able to understand.

In developing the resource unit, the following plan
was used. First the title of the unit is given followed by a generalization of the topic. Specific topics to discuss or suggestions of topics that might be discussed are listed next. Activities are suggested that might be used in developing the topics and then reference material is listed which pertains to the various topics.

The resource units were prepared to serve as a guide for the adviser and the club members in studying photography. More topics are given than will probably be used, but the club members can choose whichever topics seem to interest them most. The actual planning and developing of details in the topics are left to the club adviser and the club members.

The plan for developing the units of study on photography is based on the Resource Unit as explained by Mr. Harold Alberty in his book *Reorganizing The High-School Curriculum*.7

UNIT I  TAKING THE PICTURE

The theory of photography would be one logical place to begin the study of photography. The writer suggests beginning the study of photography with a unit on taking the picture and delaying the study of theory until later.

Beginning the study of photography with the unit on taking the picture will make photography seem more practical to the student, will be easy for the student to understand, and will help to motivate the student's interest in photography.

A. Topics for discussion.

1. Types of pictures determined by subject matter.
   a. Pictures of people.
      1.) Baby pictures,
      2.) Family pictures,
      3.) Informal pictures of friends.
      4.) Portrait pictures.
   b. Pictures of events and activities.
      1.) Plays,
      2.) Sporting events,
      3.) Fairs, rodeos, etc.
      4.) Unusual events such as accidents, tragedies, and celebrations.
   c. Pictures of buildings.
   d. Pictures of machinery.
   e. Pictures of landscaping and scenery.
   f. Pictures of animals.
   g. Pictures of nature.

2. Look beyond the subject when snapping the picture.

3. Tell a story with the picture.

4. Try to get third-dimension effects in pictures.

5. Work for good picture composition.

6. Make each picture interesting.

B. Activities to develop the topics.

1. Procure a supply of pictures illustrating different types of pictures—good picture composition, pictures that tell a story, and pictures that have interest.

2. Have the art teacher give a lecture and demonstration on good picture composition.
3. Have a supply of poor pictures to illustrate points that should be avoided in taking pictures.

C. Reference Material.


2. Periodicals.
3. Films and Film Strips.

a. "Camera Magic," Sound 16mm (Rental)

b. "Photography," Silent 16mm (Rental)

(A news camera man demonstrates photography on land, sea, and air.)

Library Films, Inc., 24 West 45th Street, New York, New York.

c. "The Photographer," Sound 16mm (Loan)

(Ward Weston demonstrates how to photograph the mountains, deserts, and sea-coast.)

U. S. State Department, 35 West 45th Street, New York, New York.

d. The following 35mm film slides with accompanying lectures to go with the slides can be secured from Camera Club and School Service, Eastman Kodak Company, Rochester 4, New York by paying transportation charges on the slides.


2. "Making Pictures People Like" 56 Black and White Slides.

3. "Snap that Picture" 46 Black and White Slides.

UNIT II  DEVELOPING THE FILM AND PRINTING THE PICTURE

After the completion of the study of this unit, the

8 (Loan) means there is no rental to pay on the film; only the transportation charges from and to the company must be paid.
student should be able to develop film and print pictures on the contact printer. The operation of the enlarger will be taken up later since the student should turn out good work on the contact printer before he progresses to the enlarger.

Most of the information in this unit can best be passed along by demonstration in the clubroom or in the darkroom. A lecture on the complete process should be given first so that the student can grasp the over-all picture of developing film and printing pictures.

A. Topics to be discussed.

1. Materials and solutions needed for developing film.

2. Temperature of solutions and time of development.


4. Washing and drying the film.

5. Materials and solutions needed for printing the picture.

6. Temperature of solutions and time of exposing and developing picture.

7. Washing and drying the print.

B. Activities to develop topics.

1. This unit can best be taught by demonstration. The demonstrator should have had experience in developing and printing and should be able to dramatize his procedure.

2. The demonstration can be performed in front of the whole group by converting the clubroom into a temporary darkroom or by giving the demonstration to small groups in the school
darkroom. Selection of the method used would depend upon the time and space available for this project.

C. Reference Material.


2. Periodicals.


3. Film Slides. (Loan)
   a. "How to Develop a Negative"
      19 Black and White Slides.
   b. "How to Make a Contact Print"
      17 Black and White Slides.

Camera Club and School Service, Eastman
Kodak Company, Rochester 4, New York.

UNIT III THEORY OF PHOTOGRAPHY

After the student has gone through the photographic
process once, he should be prepared for a study on the
theory of photography.

This unit can be related to the study of physics and
chemistry, and could probably best be developed by having
the physics and chemistry instructors give lectures and
demonstrations on the different topics in this unit.

A. Topics to be discussed.
   1. History of photography.
   2. Items needed to take a picture.
   3. How the camera works.
   5. Properties of developing solutions.
   6. Properties of printing paper.
   7. Properties of printing solutions.

B. Activities to develop topics.
   1. Have students prepare reports on the history
      of photography. This activity may be corre-
lated with English Composition.

2. Have the physics instructor discuss light and its importance in photography.

3. Have the chemistry instructor explain the properties of solutions, film and printing paper.

4. Construct a simple pin-hole camera to explain the operation of the camera.

C. Reference Material.


   j. *Elementary Photographic Process*. Rochester:
UNIT IV CAMERA ADJUSTMENTS AND THE LIGHT METER

Because the light meter is used in making some of the camera adjustments, the two topics of this unit are presented together.

A. Topics to be discussed.

1. The three settings on a camera.
   a. Focusing.
   b. Exposure time.
   c. Lens opening.

2. How each camera setting affects the picture.

3. How the light meter works.
4. Value of the light meter.

5. How to use the light meter in setting lens opening and exposure time on the camera.

B. Activities to develop topics.

1. Exhibit cameras having settings for focusing, lens opening, and exposure time and demonstrate how these cameras are set.

2. Exhibit pictures to illustrate the effect of using different camera settings.

3. Display light meters and demonstrate how each is used.

4. Provide for a lecture by the physics instructor on light and operation of the light meter.

5. Provide students an opportunity to use the light meter and make camera adjustments based on the readings of the light meter.

C. Reference Material.


2. Other sources.

   a. Free literature on camera adjustments may be obtained by writing to camera manufacturers listed on pages, 68-70.

   b. Free literature on light meters may be obtained by writing to the following companies.

      1. General Electric Company
         Schenectady, New York

      2. Weston Electrical Instrument Corp.
         Newark 5, New Jersey
UNIT V  THE ENLARGER

The study of the enlarger should be one of the most interesting topics discussed in photography. The enlarger should be taught by demonstration and by actual practice in use of the enlarger by the student. The enlarger should not be studied until the student is able to make good prints on the contact printer.

A. Topics to be discussed.

1. Types of enlargers.

2. How the enlarger works.

3. Focusing the enlarger.

4. Determining the exposure time.

5. Types of enlarging paper.

6. Developing solutions needed.

7. Tips on enlarging.
   a. Cropping.
   b. Diffusing disks.
   c. Texture screens.
   d. Dodging.
   e. Combining two negatives.
   f. Toning.

B. Activities to develop topics.

1. A person that is skilled in the use of the enlarger should give the demonstration on enlarging techniques. The demonstration will have to be given in the darkroom. It may be necessary to divide the group into sections and give separate demonstrations to each section because of space limitations in the darkroom.
2. The demonstration should include cropping, use of diffusing disks and texture screens, dodging, and toning.

3. Set up a darkroom schedule so that each student may have access to the darkroom and use the enlarger under supervision.

B. Reference Material.

   a. Wyatt Brummitt and Thomas Miller, This is Photography, New York: Garden City Publishing Company, Inc., 1947.

2. Periodicals.

3. Film Strip. (loan)
   "How to Make an Enlargement"
   21 Black and White Slides.
UNIT VI  THE HOME DARKROOM

The purpose of this unit is to assist students in setting up their own darkroom laboratory.

A. Topics to be discussed.

1. Rooms that can be used for a darkroom.

2. Features of a permanent darkroom.
   a. Space required.
   b. Ventilation of the darkroom.
   c. Type of lock for the darkroom.

3. Equipment needed.
   a. For developing film.
   b. For making contact prints.
   c. For making enlargements.

4. Arrangement of the darkroom.

B. Activities to develop topics.

1. Students should study the school darkroom equipment and arrangement.

2. Visit home darkrooms.

3. Classroom lectures on darkrooms with illustrations of good darkroom arrangement and darkroom equipment should be given.

C. Reference Material.

   a. Wyatt Brummitt and Thomas Miller, This is Photography, New York: Garden City Publishing Company, Inc., 1947.


2. Periodicals.


3. Write to photographic suppliers and manufacturers for suggestions and plans on darkrooms. See pages 68-71.

UNIT VII  MOUNTING OF PICTURES

The student must know how to preserve his pictures and how to prepare them for exhibition. After studying this unit, the student should be able to mount his pictures.

A. Topics to discuss.

1. Mounting pictures in albums.
   a. Material needed.
b. Procedure to follow.

   a. Material needed.
   b. Procedure to follow.

B. Activities to develop the topics.

1. Exhibit photo albums that illustrate good mounting techniques.

2. Exhibit pictures that have been mounted for exhibition purposes.

3. Have a person skilled in mounting pictures demonstrate mounting pictures in photo albums and mounting pictures for exhibition.

C. Reference Material.


2. Periodicals.

3. Film Strip. (Loan)

"The Masters Series"
10 Black and White Slides.

(Demonstrates mounting techniques.)

UNIT VIII  VOCATIONS IN PHOTOGRAPHY

The study of vocations in photography can be linked with the school guidance program. Business, industry, and professions are continually making more use of photography. Many of the students will be concerned with photography from a vocational point of view and this should be kept in mind when studying this unit.

A. Topics to be discussed.

1. How business makes use of photography.
2. How industry makes use of photography.
3. How professions make use of photography.
4. Vocations in photography.
   a. Photographic suppliers.
   b. Press photography.
   c. Sales or advertising photography.
   d. Commercial photography.
   e. Portrait photography.
   f. Motion-picture photography.
   g. Newsreel photography.
   h. Public Relations photography.
   i. Medical and surgical photography.
   j. Military photography.
   k. Police photography.
   l. Photo finishing.
   m. Aerial photography.
   n. Microfilming.
   o. Astronomical photography.
   p. Submarine photography.

B. Activities to develop topics.

1. Students should give oral reports on vocations in photography in which they would discuss the type of work done, training and experience necessary, and approximate salary paid.

2. Show films on photography vocations.
3. Prepare reference material on vocations in photography, which the students could have access to.

4. Bring in people employed in the photographic field to talk on vocations in photography.

C. Reference Material.


2. Periodicals.


3. Film.

"Photography (Your Life Work)" Sound 16mm (Rental)

(Presents the technical, professional, and commercial aspects of the photographic industry. A few of the jobs shown are the illustrative commercial, newsreel, portrait, and motion-picture photographers.)

Carl F. Mahnke Production, 215 East 3rd Street, Des Moines, Iowa.

UNIT IX TYPES OF CAMERAS

The purpose of this unit is to acquaint the student with the different types of cameras: their advantages and disadvantages and type of photography for which they are best adapted.
A. Topics to be discussed.

1. Box camera.
2. Folding camera.
3. Reflex camera.
5. Speed graphic cameras. (Press Cameras)
6. View camera.
7. Polaroid camera.
8. Stereo-Realist camera.

B. Activities to develop the topics.

1. Exhibit the different types of cameras so that students can examine them.
2. Invite photography dealers in the community to attend the club meeting and describe the different types of cameras.
3. Exhibit pictures taken with the different types of cameras.
4. When discussing each camera, bring out the following points.
   a. Advantages of this type camera.
   b. Disadvantages of this type camera.
   c. Type of photographic work this camera is especially adapted.
   d. Approximate cost of each type of camera.
   e. Film size and cost for different types of cameras.

C. Reference Material.

   b. Henry M. Lester and W. D. Morgan, *Graphic*
UNIT X    CAMERA ACCESSORIES

To make the camera more adaptable to special photographic situations, many accessories have been developed. The purpose of this unit is to acquaint the student with the various camera accessories and to show the student how these accessories may be used.

A. Topics to be discussed.
   1. Camera lenses.
   2. Filters.
   3. Flash attachments.
   4. Photo flood lamps.
   5. Tripods.
   6. Range finders.

B. Activities to develop topics.
   1. Exhibit the various camera accessories and ask the local photography dealer to explain their use and how they are attached to the camera.
2. Exhibit pictures that illustrate the use of special lenses and filters.

3. Discuss picture taking by artificial light.

4. Exhibit flash-attachments and photo-flood lamps and demonstrate the use of each.

5. Discuss the types of flash bulbs and the types of photo flood bulbs.

6. Demonstrate the use of the tripod and discuss the advantages of using the tripod.

7. Demonstrate the use of the rangefinder.

C. Reference Material.


e. Wyatt Brummitt and Thomas Miller, This is Photography. New York: Garden City Publishing Company, 1947.

2. Periodicals.


3. Film and Film Slides.
   a. "Good Photography is Flash Photography" Sound 16mm (Loan).
      "The shutter action, flashbulb characteristics and synchronizers are demonstrated.)
      General Electric Company, Lamp Department, Nela Park, Cleveland 12, Ohio.
   b. "The Family Album" Sound 16mm (Loan)
      (Describes how to set up your lamps and where to place them for still photography.)
      General Electric Company, Lamp Department, Nela Park Cleveland 12, Ohio.
   c. "Filters for Picture Improvement" 28 Black and White Slides (Loan)

UNIT XI  TYPES OF FILM, PAPER, AND SOLUTIONS

There are many different types of film, paper, and solutions prepared to meet specific photographic problems. The student should have a knowledge of these things in order to obtain the best possible photographic results.

A. Topics to be discussed.

1. Types of black and white film.
   a. Color sensitivity.
   b. Speed.
   c. Grain.

2. Advantages and disadvantages of different types of film.

3. Types of photographic paper.
a. Contact paper.
1. Weight.
2. Speed.
4. Brilliance.
b. Enlarging paper.
1. Weight.
2. Speed.
3. Tone.
5. Tint.
6. Texture.
7. Brilliance.

4. Types of solutions.
   a. Types of developer for film.
   b. Types of developer for paper.
   c. Types of stop bath for film.
   d. Types of stop bath for paper.
   e. Types of fixers for film.
   f. Types of fixers for paper.

B. Activities to develop topics.
1. Invite commercial photographers to give lectures to the club members on film, paper, and solutions.
2. Exhibit pictures which illustrate the traits of different types of film, paper, and solutions.
3. Take pictures of the same subject using the same camera settings, but different types of film and show the students the results.
4. Print pictures using the same negative and exposure time, but using different types of papers and solutions and show the students the results.
5. Have the students work out the experiments indicated in steps 4 and 5.

C. Reference Material.
   a. Wyatt Brummitt and Thomas Miller, This is


2. Periodicals.


UNIT XII  COLOR PHOTOGRAPHY

Color photography has become increasingly popular during the past ten years with both amateur and professional
photographers. It is likely that most of the students will try color photography at some time and they should have a knowledge of this type of photography.

A. Topics to be discussed.

1. Different types of colored film.

2. Types of colored film that can be processed by the amateur photographer.

3. Materials necessary to process colored film and print colored pictures.

4. Commercial photo finishing houses that process colored film and print pictures.

5. Tips on taking colored pictures.

6. Oil coloring of black and white photos.

B. Activities to develop topics.

1. Exhibit colored prints made from various types of film.

2. Exhibit black and white photographs that have been painted.

3. Invite a person skilled at tinting black and white pictures to give a demonstration of tinting.

4. Arrange a demonstration on the processing of colored film in the darkroom.

5. Invite the local photographic dealer to give a lecture on color photography.

6. Invite a professional photographer or an experienced amateur photographer to give a lecture on points to remember in taking colored pictures.

C. Reference Material.

UNIT XII MOVIE CAMERAS, MOVIE PROJECTORS, SLIDE OR FILM STRIP PROJECTORS, AND SCREENS

The purpose of this unit is to acquaint the student with the types of movie cameras and projectors, film strip projectors, and types of screens. Although movie-picture photography does not lend itself too well to photography club work, it plays an important part in the field of photography and the students should have a knowledge of this phase of photography.
A. Topics to be discussed.

1. Types of movie cameras.
   a. According to film size.
      1. Eight millimeter.
      2. Sixteen millimeter.
   b. According to film loading.
      1. Reel loading.

2. Mechanical features of the movie camera.

3. Types of film for movie cameras.
   a. Black and white.
   b. Color.
      1. Indoor.
      2. Outdoor.

4. Tips on taking movie pictures and operating the movie camera.

5. Types of movie projectors.
   a. Eight millimeter.
   b. Sixteen millimeter.

6. Operation of the movie projector.

7. Makes of 35mm projectors.
   a. Slide.
   b. Film strip.
   c. Combination of slide and film strip.

8. Operation of 35mm projectors.


B. Activities to develop topics.

1. Invite people from the community who are competent in the use of the eight millimeter and sixteen millimeter cameras and projectors and have them demonstrate their equipment and exhibit their pictures to the club.

2. Invite a local camera dealer to give a lecture on different types of movie equipment, 35mm projectors, and screens.

3. Provide a means whereby students can learn to
operate movie equipment and 35mm projectors.

C. Reference Material.


2. Periodicals.

3. Film.

"Your Movie Camera and How to Use It"
Sound 16mm (Rental)

Bailey Films, Inc., 2044 North Berendo Street, Hollywood 27, California.

UNIT XIV CLUB PICTURE CONTESTS

The main objective for holding picture contests, is to motivate the students to better photographic work. Picture contests help to create an interest in picture taking and they should help increase the interest in club photographic work.

The suggestions listed below regarding picture contests came from Mr. Harry Butler, Manager of McKay's Art Company and Mr. Art Armstrong, Manager, Western Finance Company who live in the city of Missoula, Montana. Both of these gentlemen
have had experience with photography clubs and picture contests.

A. A picture contest should be held each month of the school year.

B. Have a different judge or set of judges for each contest. Below are suggestions for judges.

1. Art teacher.
2. Faculty.
3. Local commercial photographer.
4. Outstanding local amateur photographer.
5. Club members.
6. Public.

C. Assign a specific subject for each contest.

D. Have at least one contest devoted to snap shots.

E. Set up definite rules for the contest.

1. All work concerned with the making of the negative and print must be done by the student.
2. Limit the size of the print to 8 x 10.
3. In identifying the prints have the print titled on the front and the maker's name and other data on the back of the print.
4. Limit the number of prints submitted to not more than one or two for each club member.
5. Set a deadline for entries.

F. Have many awards for the contest so that more students may experience satisfaction of receiving recognition for photographic work.

G. The awards that are given need not be expensive, but can be ribbons and certificates rather than money.
H. Judge the pictures more by the quality of the work than by the subject matter.

I. If the club is divided into an amateur and advanced group, sponsor a separate contest for each group.

Club members should be encouraged to submit pictures for other contests such as those sponsored by newspapers, photographic magazines, Eastman Kodak Company, and the Photographic Society of America.

UNIT XV    ADVANCED CLUB WORK

After the first year of club work, provisions should be made in the club for an advanced group and an amateur group. If this is not done, club work will become uninteresting for those members who have had the basic study of photography. The new members would be discouraged if they tried to take up the study of photography at the level of the old club members, so the best solution would seem to be to divide the group.

Membership in the advanced group should be based on some type of merit. Advanced standing could be based on a point system on local club picture contests. Five points could be given for first prize, four points for second prize and so on down to one point for fifth prize. A total number of points earned would entitle a member to membership in the advanced group.

Another method for determining membership in the
advanced group might be an achievement test on photography. Students achieving a certain grade would be eligible for membership in the advanced group.

The basis for determining membership in the advanced group should be decided upon by the club members sometime before the end of the first years club work so that the club can function properly at the beginning of the second years club work.
CHAPTER IV

PHOTOGRAPHIC EQUIPMENT FOR THE SCHOOL

The school should provide certain pieces of photographic equipment for the photography club so that the club can function properly. The purpose of this chapter is to list those items of equipment that the writer considers necessary for the successful operation of a photography club.

There are three main divisions in this chapter: the first discusses a camera for the school, the second concerns the planning and equipping of the school darkroom, and the third deals with a photographic library for the club.

SCHOOL CAMERA

Although a school camera is not essential in the operation of a school photography club, the writer believes that every school should have a good camera. This camera would be valuable in securing pictures for school publicity purposes and keeping pictorial records of school activities. The photography club could make good use of a school camera for demonstration and instruction purposes in studying photography.

The school should appoint one of the students as school photographer. This student would be responsible for the care of the school camera and for taking all pictures.
needed by the school. No one else should be allowed to use the school camera unless he is competent in the use of the camera and has permission from the school photographer.

The press camera would probably be the best camera for school use. This camera takes a good clear picture and film used in this camera produces a negative of desirable size for enlarging purposes. One advantage of the press camera is the single sheet film which permits one to take the picture, develop the film and print the picture in a short period of time. In a roll film camera the whole roll must be exposed before the film can be developed. Often this causes a delay in processing the picture. Most of the press cameras can be converted into a roll camera by an adapter. This permits the use of the cheaper roll film when a large number of pictures must be taken.

A versatile thirty-five millimeter camera should be considered when selecting a school camera. This camera can be used for taking group pictures, portraits, copy work, and slides or film strip for instruction purposes. An advantage of the thirty-five millimeter camera is the lower cost of film. Some of the new thirty-five millimeter cameras have a feature which permits the taking of one or two shots, then cutting off the exposed film in a darkroom, reloading the camera and exposing the remainder of the roll. The exposed film that has been cut off from the unexposed part of the
Roll can be processed. This gives the thirty-five millimeter the advantage of the single sheet film used by the press camera. A disadvantage of the thirty-five millimeter camera is the small size of the negative which makes enlarging pictures more difficult. A good thirty-five millimeter camera will cost approximately $250 to $300 while a good press camera will cost approximately $150 to $175. The price ranges for cameras was determined by examining the latest camera catalogues and by interviews with photographic dealers.

A movie camera to take pictures of sporting events, school parades, teaching demonstrations, and other activities in which motion is important would be of great value to the school. There are two movie cameras that could be considered when buying a school movie camera. They are the eight millimeter and the sixteen millimeter movie cameras. The eight millimeter camera costs less and is cheaper to operate because eight millimeter film isn't as expensive as sixteen millimeter film. The sixteen millimeter may be the wiser buy, however, because a school usually has a sixteen millimeter movie projector and this would make it unnecessary for the school to purchase another movie projector. Another advantage of the sixteen millimeter movie camera is that it takes a little sharper and clearer picture which can be projected a greater distance than the eight millimeter picture. Eight millimeter movie cameras range from $60 to $250 while
sixteen millimeters cost from $100 to $300. A good eight millimeter will cost about $100 while a good sixteen millimeter will cost about $200.

The ideal set of cameras for a school would be a sixteen millimeter movie camera, a thirty-five millimeter miniature camera, and a press type camera. With these three cameras, a very complete set of school pictorial records could be kept. Most schools could not afford to purchase these three cameras, however, and where the school can afford only one camera, the press camera would probably prove to be the most satisfactory.

THE SCHOOL DARKROOM

A school darkroom is a necessity for a school photography club. When setting up a darkroom, plans should be made for thorough supervision because the equipment in a darkroom is expensive and much of it is fragile and easily broken. A student that has had darkroom experience should be selected by the superintendent to supervise the darkroom. This student supervisor should be aided in supervision by the club adviser.

In planning a school darkroom the following points should be kept in mind:

1. The room should be completely dark.
2. The room should be well ventilated.
3. The room must have running water and sink facilities.
4. The room should have a thermostat to keep the room temperature at 68° F.

5. The room should have a lock that can be opened from the outside as well as the inside. Never place a lock on the door that can be opened only from the inside.

6. The space should permit several students to work at the same time and provide for additional equipment. A minimum of equipment will probably be purchased the first year and additional equipment will be added as finances permit.

7. Storage space should be provided for paper and other supplies.

8. The room should have a sufficient number of outlets for electrical equipment used in the darkroom.

A list of the minimum amount of darkroom equipment should include the following:

1. One enlarger.

2. One contact printer.

3. Two developing tanks.


5. Three sets of hard rubber trays.
   a. Three small trays for contact prints.
   b. Three medium sized trays for small enlargements.
   c. Three large trays for small enlargements.

6. Six one gallon stock bottles for solutions.

7. A graduate for measuring chemicals.

8. One glass stirring rod.

9. One thermometer.

10. Three sets of film clips.

11. A sponge.
12. An easel for the enlarger.
15. Five 10 x 14 ferrotype plates.
16. Photo blotter paper.
17. A timing clock.
18. A print roller.
19. Two print tongs.

The list of photographic equipment just mentioned can be purchased for $150 to $175. This price range was determined by examining the latest photographic catalogues and by interviews with photographic dealers. However, in purchasing darkroom equipment one should not overlook the possibility of obtaining second hand equipment. Often good used darkroom equipment can be purchased for fifty per cent less than new equipment and this equipment is often as good as new equipment.

When finances permit, the darkroom should have another enlarger for enlarging miniature film, and another contact printer to enable more students to use the darkroom at the same time.

The students should provide their own paper and chemicals. Savings can be made by purchasing supplies in quantity, so the students should determine their photographic supply needs and order their supplies together.
The author will not present an arrangement of the darkroom, as better plans can be secured from photography suppliers than the writer could supply. In planning the darkroom arrangement, one point should be kept in mind; that is the provision for a continuous process from printer or enlarger to the developer, the stop bath, the fixer, and the washing.

PHOTOGRAPHIC LIBRARY

The photography club should make plans for a photography library to which students could refer for specific information on their photographic problems.

The location of this library should be decided upon by the club members. The library could be a part of the regular school library or a separate library could be maintained for use by club members. The best arrangement would probably be a separate library that the students could use after school hours. This library should be accessible to all school students and not just the club members.

Some club member should be in charge of the library; the club might elect a club librarian as one of its officers. It would be the club librarian's duty to enlarge the library, keep it up to date, and account for the material in the library.

The author has listed a number of books on photography and club work which he thinks should be included in the photo-
graphic library. Other information listed for the library includes recommended photographic magazines, training films and slides on photography, the addresses of photographic equipment and supply manufacturers, the addresses of photographic dealers, commercial photo finishing establishments, and schools of photography. Files on the addresses of photographic manufacturers, photographic dealers, commercial photo finishing establishments, and photography schools can be used to build up a library of free information on photography.

The lists on photographic manufactures, photographic dealers, commercial photo finishing houses and photography schools is not complete, but the writer has listed those that he considers the most important. This list should be expanded by the club librarian.

The library recommendations exceed what would be required for a minimum library. In a later section of this paper a minimum library to accommodate twenty-five students has been listed.

Following are lists of recommended books and magazines and other sources of information for building up the photographic library.

A. Books.


17. How to Make Good Movies. Rochester: Eastman
Kodak Company, 1948.


B. Periodicals.

1. American Photography  
   421 Fifth Avenue South  
   Minneapolis 15, Minnesota

2. Minicam Photography  
   22 East 12th Street  
   Cincinnati, Ohio

3. Modern Photography  
   404 North Wesley Avenue  
   Mt. Morris, Illinois

4. Popular Photography  
   Director of Circulation  
   165 North Wabash Avenue  
   Chicago, Illinois

5. The Camera Magazine  
   306 North Charles Street  
   Baltimore, Maryland

6. U. S. Camera  
   420 Lexington Avenue  
   New York 17, New York

C. Film and Film Strip Library.

1. 16mm films.
   a. ALCHEMIST IN HOLLYWOOD Sound (Rental)  
      Solow  
      Consolidater Film Industries  
      Hollywood, California

   b. CAMERA MAGIC Sound (Rental)  
      Castle Films  
      1445 Park Avenue  
      New York, New York
c. GOOD PHOTOGRAPHY IS FLASH PHOTOGRAPHY  
   Sound (Loan)  
   General Electric Company  
   Lamp Department, Nela Park  
   Cleveland 12, Ohio  

d. PHOTOGRAPHY Silent (Rental)  
   Library Films, Inc.  
   24 West 45th Street  
   New York, New York  

e. PHOTOGRAPHY, YOUR LIFE WORK  Sound (Rental)  
   Carl F. Mahnke Production  
   215 East 3rd Street  
   Des Moines, Iowa  

f. THE FAMILY ALBUM  Sound (Loan)  
   General Electric Company  
   Lamp Department, Nela Park  
   Cleveland 12, Ohio  

g. THE PHOTOGRAPHER  Sound (Loan)  
   U. S. State Department  
   35 West 45th Street  
   New York, New York  

h. YOUR MOVIE CAMERA AND HOW TO USE IT  Sound (Rental)  
   Bailey Films, Inc.  
   2044 North Berendo Street  
   Hollywood 27, California  

2. 35mm slides. Can be loaned from:  
   Camera Club and School Service  
   Eastman Kodak Company  
   Rochester 4, New York  

a. FILTERS FOR PICTURE IMPROVEMENT  

b. HOW TO MAKE AN ENLARGEMENT  

c. HOW TO DEVELOP A NEGATIVE  

d. HOW TO MAKE A CONTACT PRINT
e. INTRODUCTION TO PICTURE MAKING
f. MAKING PICTURES PEOPLE LIKE
g. NIGHT PHOTOGRAPHY
h. PHOTOGRAPHY IN CRIMINAL INVESTIGATION
i. PRACTICAL CHRISTMAS CARDS BY PHOTOGRAPHY
j. SNAP THAT PICTURE
k. THE MASTERS SERIES
l. THE NATIONAL HIGH SCHOOL PHOTOGRAPHIC AWARDS
m. TIPS ON KODACHROME AND KODACOLOR

D. Manufacturers of Photographic Equipment.

1. Ansco
   Binghamton, New York

2. Ampro Corporation
   2835 N. Western Avenue
   Chicago 18, Illinois

3. Argus, Incorporated
   Ann Arbor, Michigan

4. Barnett-Jaffe
   633-35-37 Arch Street
   Philadelphia 6, Pennsylvania

5. Bell and Howell Company
   7100 McCormick Road
   Chicago 45, Illinois

6. Bosley Corporation of America
   118 East 25th Street
   New York 10, New York

7. Cinflox Camera Company
   1113 York Street
   Cincinnati, Ohio

8. David White Company (Stereo-Realist)
   365 West Court Street
   Milwaukee 12, Wisconsin
   89 Brighton Avenue
   Boston 24, Massachusetts

    64 East Bigelow Street
    Newark 5, New Jersey

11. Eastman Kodak Company
    Rochester 4, New York

    Photo Products Department
    Wilmington 98, Delaware

    213 Steuben Street
    Brooklyn 5, New York

14. F-R Corporation
    951 Brook Avenue
    New York 56, New York

15. General Electric Company
    Schenectady, New York

16. Golde Manufacturing Company
    1222M West Madison Street
    Chicago 7, Illinois

17. Industrial Timing Corporation
    115 Edison Place
    Newark 5, New Jersey

18. Paillard Products, Incorporated
    265 Madison Avenue
    New York 16, New York

19. Polaroid Corporation
    Department U-40
    Cambridge, Massachusetts

20. Revere Camera Company
    Chicago, 16, Illinois

21. Sylvania Electric Products Incorporated
    500 Fifth Avenue
    New York 18, New York
22. Three Dimension Company  
   Chicago 41, Illinois

23. Tiffen Manufacturing Corporation  
   71 Beekman Street  
   New York, New York

24. Victor Animatography Corporation  
   Davenport, Iowa

25. Westinghouse Electric Corporation  
   Bloomfield, New Jersey

   Newward 5, New Jersey

27. Wollensak Optical Company  
   Rochester 21, New York

E. Photographic dealers and suppliers.

1. Local.
   a. Baillie's Drug Store  
      Rugby, North Dakota
   b. Maddock Drug  
      Maddock, North Dakota
   c. Ramsey Drug  
      Devils Lake, North Dakota

2. Others.
   a. Eastman Kodak Stores, Incorporated  
      112-114 South Fifth Street  
      Minneapolis 2, Minnesota
   b. Dowlings  
      570 Fifth Avenue  
      New York 19, New York
   c. Minifilm Camera Corporation  
      1190 Avenue of Americas  
      New York 19, New York
   d. Montgomery Ward and Company  
      St. Paul, Minnesota
e. Peerless Camera Stores  
   138 East 44th Street  
   New York 17, New York

f. Sears Roebuck and Company  
   Minneapolis, Minnesota

g. Willoughlys  
   110 West 32nd Street  
   New York 1, New York

F. Photo Finishing Houses.

1. Local.

a. Epko Film Service  
   621 N. F. Avenue  
   Fargo, North Dakota

b. King Studio  
   114 Second Street, S. E.  
   Jamestown, North Dakota

c. Salter Photo Service  
   414 Hill Avenue  
   Grafton, North Dakota

d. Siorby's Studio  
   104A South Main Street  
   Minot, North Dakota

e. Strand Studio  
   Rugby, North Dakota

f. Van Dyke Studio  
   Ellendale, North Dakota

2. Others.

a. Ansco Color Processing Laboratory  
   Building 6, Charles Street  
   Binghamton, New York

b. Eastman Kodak Company  
   1712 Prairie Avenue  
   Chicago 16, Illinois
c. Eastman Kodak Stores (Black and White)
   Photo Finishing
   112-114 South Fifth Street
   Minneapolis 2, Minnesota

d. Life Color Labs
   204 Washington Avenue
   Albany 6, New York

e. Pâvelle Color Incorporated
   G. P. G. Box 575
   New York 1, New York

f. Panoram Film Labs
   1190 6th Avenue
   New York 19, New York

g. Warway (Black and White)
   Photo Service
   Park Ridge, Illinois

G. Photography Schools.

1. Art Center School
   2544 West 7th Street
   Los Angeles 5, California

2. University of Southern California
   Cinema Department
   3551 University Avenue
   Los Angeles 14, California

3. The American School of Photography
   1315 South Michigan Avenue
   Chicago 5, Illinois (Home Study Course)

4. Iowa State College
   Department of Physics
   Ames, Iowa

5. The House of Photography Color School
   137 No. Topeka Avenue
   Wichita 2, Kansas

6. St. Louis School of Photography
   Vanol Building
   3908 Olive Street
   St. Louis 8, Missouri
MINIMUM LIBRARY REQUIREMENTS

This section deals with the minimum library requirements for a club of twenty-five members. Listed are recommended books and magazines and a description of these books and magazines. Only books written in a non-technical language and within the comprehension of the average high school student are listed.


(This book describes the properties of the different types of Ansco Black and White Film that are available. It lists the special photographic pictures or problems that each film is especially adapted.)


Information on contact printing paper and projection printing paper is found in this book. It lists the different types of Ansco Photographic paper available and explains the type of job that
each paper is especially suited.)

C. **Better Photography Made Easy.** New York: General Aniline and Film Corporation, 1949. (25¢)

(This book is written in simple non-technical language and emphasizes the "how and why" of better, more interesting amateur pictures. It contains sections on composition, exposure, film properties, filters, and other photographic subjects.)

D. **Color Photography Made Easy.** New York: General Aniline and Film Corporation, 1948. (75¢)

(This is a complete manual for taking, developing, and printing color photography.)

E. **Developing and Printing Made Easy.** New York: General Aniline and Film Corporation, 1950. (25¢)

(This book illustrates and explains step by step how the beginner can develop his film and make his own enlargements with simple equipment. It covers the basic methods of darkroom techniques and procedures.)


(Covered in this book are the basic darkroom procedures in developing film and printing pictures. It discusses the contact printer and the enlarger.)


(The theory and use of filters and pola screens is described in this book.)

H. **How to Make Good Movies.** Rochester: Eastman Kodak Company, 1948. ($2.00)

(The purpose of this book is to point the way to more real pleasure in taking and showing amateur movies. The book is written in a lively humorous style and presents amateur movie making as good easy fun. It contains more than 600 illustrations.)

(This book covers the fundamentals of "still" photography. The subjects discussed include cameras, film, composition, lenses, picture taking indoors and out, color photography, developing and printing. This book is a good reference for amateur photographers concerning picture taking.)


(This book describes the different types of kodak printing paper available, the type of work that each paper is suited to, and hints on developing prints using the different types of paper.)


(This text is the best reference book available for information regarding the laboratory process in photography. It is written in a somewhat technical nature but the author believes that by careful reading the average high school student will be able to understand it.)


(Explained in this book are the methods for taking pictures indoors using photoflash, photoflood, daylight, and ordinary home electrical lighting. It covers both color and black and white photography.)


(This book describes the rudiments of good outdoor photography. Lens setting for popular subjects are illustrated.)


(This book presents a comprehensive view of
photography. It covers a wide range of subjects beginning with cameras, films, and developing and printing. Other subjects include enlarging, filters, color photography, composition, lighting, and concludes with the ultimate purposes of the finished picture. This book would be an ideal text for a beginner in photography because it covers all the major photographic topics and is written in an interesting and understandable manner.)


(The correct techniques or procedures to follow in enlarging are explained in this book. It also contains information on different types of enlargers, enlarging paper, and chemical solutions. The book is cleverly written and easy to understand.


(This is a vocational guidance pamphlet prepared by the Rochester Institute of Technology for use of high school seniors, veterans, and others. It discusses photography as a career, the different types of photographic occupations, training necessary for these occupations, and sources of reference on the different photographic occupations.)

The club should subscribe to two photographic magazines to keep up to date on current photographic techniques and the latest photographic equipment. Any two of the magazines listed on page 66 should prove satisfactory for the club. All of these magazines sell for twenty-five cents a copy or two dollars and fifty cents for a years subscription. These photographic magazines deal with photographic subjects such as picture taking, processing films, printing pictures, home darkrooms, and the latest photographic equipment. These
magazine articles are written in a non-technical language and can be easily understood by high school students.

A wealth of free literature on photography can be built up by writing to the photographic equipment manufacturers, photographic suppliers, commercial photo finishers, and photographic schools listed on pages 68 to 72. Although a lot of advertisement accompanies this literature, the majority of the literature gives a good deal of valuable photographic information.

The recommended minimum library would cost $11.25 for books and $5 for magazines or a total cost of $16.25. The author believes that this would be a reasonable amount to spend for a new library and that an adequate amount of information would be on hand to answer most of the students' photographic problems. As the club progresses the library should be enlarged. A definite amount should be budgeted each year to build up the library.
CHAPTER V

METHODS FOR EVALUATING PHOTOGRAPHY CLUB WORK

Any curricular or extra-curricular activity that the school sponsors should be evaluated to determine whether the activity is worthwhile i.e., whether the outcomes or objectives sought are being realized. If the activity does prove worthwhile, evaluation will aid in self-appraisal of the activity to see what practices can be improved and what practices should be discarded.

A complete evaluation of the club work cannot be made until many years after the club members are graduated from school. This evaluation could probably best be made by working with the school guidance department through the follow-up program. When the follow-up study is made, incorporate in the study a provision to find out how many of the club members are still doing photographic work, how many are using photography in their vocation, how many are employed in the photographic field, how many have photography as their hobby, and whether the club work proved to be of any value to them.

Evaluation must be a continuous process which begins with the formation of the club and continues as long as the club is functioning. If this evaluation is carried on, a good indication can be obtained of the value of the club,
what club practices are desirable and what club practices are undesirable. Evaluation is the responsibility of the school administrator and the club adviser. A plan for evaluation should be worked out and agreed upon by the school administrator and the club adviser.

Following is a list of suggestions for evaluating the photography club activities.

A. Administer a test to club members before photography is studied and after the study has been completed to determine the club members' achievement.

B. Make a survey to determine the number of students that own cameras before the club work begins and compare this with a survey on the number of students who own cameras after the first year of club work.

C. Take a survey to determine the increase in the number of home darkrooms before the club is organized and after the first year of club work has been completed.

D. Examine the individual club records of the students to determine their photographic accomplishments.
   1. Awards won by students in photographic contests.
   2. Time spent in the school darkroom working on projects.
   3. Time devoted to reading in the photographic library.
   4. Photographic work turned out during the year.
   5. Club attendance.
   6. Contributions to the photography club.

E. Compare the student's early photographic work with the work he does at the end of the year to see if
there has been an improvement in the quality of the work.

F. Compare the way the club officers handle their positions at the beginning of the year and at the end of the year.

1. Does the officer understand his duties?
2. Does the officer perform his duties in an efficient manner?
3. Does the officer present his reports to the club effectively?
4. Does the officer display confidence?
5. Does the officer use correct parliamentary procedure?

G. Note the progress the group makes in parliamentary procedure at the beginning of the year and at the end of the year.

1. Do the members know how to be properly recognized by the chair?
2. Do the members know how to make motions properly?
3. Do the members have a voice in the business meetings and express their opinions before the group?
4. Do the members understand voting procedures?

H. Observe the manner in which the group works and plans group activities at the beginning and the end of the school year to determine whether the group has made progress working together.

I. Note the way the students get along socially at the beginning of the school year and at the close of the school year.

J. Seek reports and observations of parents whose children are members of the photography club to determine the parents' opinion of the work of the club.
K. Have discussions with other faculty members regarding photography club activities and the school work of the students who are members of the photography club to determine whether club work has affected the students' school work.

L. Have conferences with the students concerning the photography club to determine their opinions of club work and to secure their suggestions for improving the photography club.

M. Examine club membership records to determine whether membership has increased or decreased.

N. Take a survey of public opinion and interest in the work of the photography club.

If the suggested activities for evaluating club work are carried out, the writer believes that the school administrator and club advisor should be able to form definite conclusions on the value of the photography club.
To help the students at the Benson County Agricultural and Training School make worthy use of leisure time and develop qualities of leadership and democracy, the writer has proposed the organization of a photography club. This paper presents a plan for organizing and conducting a photography club at the Benson County High School.

Materials for the paper were gathered from various sources. Books, periodicals, bulletins, and literature from photographic manufacturers that deal with the organization of clubs and photography were examined. Interviews were held with photographic supply dealers, amateur photographers, a professional photographer, and a photography instructor for suggestions on organizing a photography club. Other suggestions obtained in the interview were equipment necessary for a photography club, reference books on photography, and topics that should be discussed in the study of photography. Information on organizing and conducting a photography club was secured by writing to photographic manufacturers.

The material gathered on club organization was evaluated and a plan for organizing a photography club was presented in which the following recommendations were made.

A. A meeting should be called to organize a photog-
raphy club when enough students are interested to support such a club.

B. The club should draft a constitution. Serious study should precede the drafting of the constitution and the drafting of the constitution should be done by committee work.

C. Lack of finances should not keep a student from joining the photography club.

D. Correct parliamentary procedure should be used in conducting the business of the club.

E. A faculty member should be appointed by the superintendent or elected by the club to serve as adviser to the club.

Resource units for the study of photography were developed from information gathered on photography and suggestions obtained through personal interviews. Each resource unit lists the topics to be discussed, the activities to develop the topics, and sources of reference material relating to the topics being discussed. The following recommendations were made concerning the study of photography.

A. The study of photography should be kept simple and adapted to the students' level of understanding.

B. A basic outline on the subject of photography should be used as a guide in studying photography to prevent wandering all over the subject of photography.

C. The study of photography should take nothing for granted in regard to the students' knowledge of photography; all the fundamentals in photography should be understood by the students.

D. Avoid the study of theory during the early part of the study of photography.

E. In studying photography most of the work should be
presented by interesting lectures, demonstrations, and visual aids.

F. The students should be able to do the complete photographic process.

G. The goal for each student should be to do the best possible photographic work of which he is capable with the equipment with which he has to work.

H. Stick close to black and white photography in club work.

I. Sponsor photographic expeditions and picture contests to motivate interest in photography and create a desire to do better quality work.

J. After the first year of club work make plans to divide the club into an amateur and advanced group for studying photography.

The following units made up the study of photography:

Taking the Picture, Developing the Film and Printing the Picture, Theory of Photography, Camera Adjustments and the Light Meter, The Enlarger, The Home Darkroom, Mounting of Pictures, Vocations in Photography, Types of Cameras, Camera Accessories, Types of Film, Paper, and Solutions, Color Photography, Movie Cameras and Projectors, Club Picture Contests, and Advanced Club Work. In arranging the units in the sequence just listed, the writer was guided by suggestions received through personal interviews. The study of theory was delayed until the student had gone through the photographic process. The complete photographic cycle was introduced as early as possible. Work on the enlarger was placed after the contact printer had been discussed and used, and the home darkroom
was not introduced until the equipment used in the darkroom had been studied.

The remaining units were listed according to the importance the writer believed that each carried in regard to the study of photography by the club, those units appearing first being considered the most important.

The school should furnish some equipment for the photography club. A school camera, while not essential to the photography club, would be a valuable piece of equipment for the school to own. The best all around school camera is the press type camera. A darkroom that has the necessary equipment is essential if the club is to function properly. The following recommendations were made regarding the darkroom.

A. The room should be large enough to permit the addition of new equipment and large enough to permit several students to work in the darkroom at the same time.

B. The room should have proper ventilation, running water, and a lock that can be opened from the outside.

C. Proper supervision of the darkroom should be provided.

D. A list was presented for a minimum amount of darkroom equipment with the suggestion that when purchasing darkroom financial savings can often be made by selecting good used equipment.

Recommendations for a school photographic library were presented. The following items were recommended for the school photographic library: books on photography, photography magazines, a file on training films on photography, a
file on photographic manufacturers and dealers, a file on commercial photo-finishing houses, and a file on photography schools. Minimum library requirements for a club of twenty-five members, which included an annotated bibliography of books and magazines, the cost of books and magazines, and suggestions for collecting free photographic information were listed.

Although this plan was formulated by the experiences that the people who were interviewed had with photography clubs, suggestions that have been tried and proved successful cannot be given until the plan has been in operation and evaluated. However, it is the writer's belief that this plan, if properly supervised, will lead to a successful photography club. The writer further believes that this photography club will help the students of the Benson County Agricultural and Training School make better use of their leisure time and develop qualities of democracy and leadership.
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Fraprie, P. R., "Editors Point of View: Fifty Years Ago," American Photography, 42:211, April, 1948.


