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Still photography in Iowa junior high schools

Susan Enderson

University of Northern Iowa

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Abstract
How are Iowa junior high and middle school students using still photography in their classes? The purpose of the study was to ascertain quantitatively the extent to which still photography is used by students as (1) an assigned project, (2) an optional method of completing an assigned project, and (3) a special unit designed to have students understand how still photography relates to a content area.
STILL PHOTOGRAPHY IN IOWA JUNIOR HIGH SCHOOLS

A Research Paper
Presented to the
Faculty of the Library Science Department

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

Susan Enderson
April 30, 1975

Read and approved by
Leah F. Hiland
Elizabeth Martin

Accepted by Department
Elizabeth Martin

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INTRODUCTION

The effectiveness of audio-visual materials in helping the learning process has received increased attention in the last ten years. Filmstrips, 16mm and 35mm films, slides, filmloops, phonodiscs, tapes, videotapes, transparencies, microfiche, picture sets are purchased in quantity by well-meaning media specialists who attempt to bring their collection up to the 1969 Standards for School Media Programs¹ as presented by the American Association of School Librarians and the Department of Audiovisual Instruction. The attempt on the part of the media specialists is commendable.

However, audio-visual materials are not integrated into all content areas and all grades. Audio-visual materials have been used to increase student learning and interest in elementary grades for several years. Junior and senior high school teachers do not use audio-visual materials widely which indicates that audio-visual materials have not yet come into their own. Curriculum planners, administrators, and teachers argue that audio-visual materials are not as effective as the older methods of teaching such as lecturing and reading. They also argue that the available materials are not of a high enough quality or do

not fit into unit plans. Of course, all materials in the audio-visual media are not of a high quality—with the growing use of audio-visual materials, manufacturers try to get into the market by offering cheap, low quality materials. This doesn't mean that all audio-visual materials should be ignored. In many cases, it is a matter of educating the teacher how to use the good materials and how they can fit into the unit being taught.

This is the status of audio-visual materials in today's school—it ranges from one extreme to another. The presence or absence of audio-visual materials in instruction revolves around the teacher using the materials for the benefit of the student. Little use has been made of audio-visual materials in the classroom by the student. Even less has been done in production of audio-visual materials by students.

STATEMENT OF THE PROBLEM

How are Iowa junior high and middle school students using still photography in their classes? The purpose of the study was to ascertain quantitatively the extent to which still photography is used by students as (1) an assigned project, (2) an optional method of completing an assigned project, and (3) a special unit designed to have students understand how still photography relates to a content area.
Specific information requested about those assigned, optional, and special projects was: units where photography was used, the frequency of use, grade level, and content area.

IMPORTANCE OF THE STUDY

Educators have recognized the importance of student motivation and interest in the learning process for many years. They also recognized that audio-visual materials are a primary source for this motivation and interest. Many studies have proven that auditory and visual stimuli are effective in increasing student motivation, interest, and, therefore, learning.² The push for acquiring audio-visual materials in schools illustrates that these materials have a positive impact on learning.

Still photography is part of this audio-visual movement. For the most part, photography is used as a part of the teacher's presentation to the class.³ By planning and taking her own photographs, the teacher can explore areas that prepared photographs don't cover. Familiar sights to the students can be photographed and brought into the classroom.

There is a side of photography, however, that is virtually undeveloped. That is student photography. While


the merits of audio-visual materials have been accepted by most educators, the merits of student-produced media have been neglected. This may be attributed to two factors: lack of equipment and ignorance of how photography may be integrated into any subject area. Both of these factors may be easily overcome with a little planning and initiative on the part of educators. Cameras need not be sophisticated; the same objectives can be attained with a Snapshooter as with a 35mm single lens reflex camera.\textsuperscript{4} Processing may be done with chemicals purchased by the school, or it can be done by professionals. Experimentation, background reading, and seminars can provide the ideas and information necessary to integrate photography into content areas.

The old adage, "you learn by doing," has a special meaning to student photography. The experience of planning and taking photographs is a means of accomplishing behavioral objectives such as: planning a sequence of photographs to express an idea; looking critically at an object or the environment and deciding which aspects are applicable to the aforementioned idea; and, finally, placing the photographs in some type of order.

It was planned that a summary of this study showing the scope of student photography in Iowa's seventh, eighth,\textsuperscript{4} Don Cyr, "You the Instant Photographer," \textit{Arts and Activities}, May, 1970, p. 30.
and ninth grades would be sent to those media specialists who expressed an interest in the results of the study. In schools where little photography was being done, the results of this study might have helped to initiate further interest in student photography. However, the response to the study was poor, thirty four questionnaires out of the eighty sent out were returned, and little information was received on how students used photography. There were only eleven units using student photography. It was therefore decided that a summary of the study would not be very helpful in initiating interest in student photography.

LIMITATIONS OF THE STUDY

The data gathered in this study was a quantitative and not a qualitative measure of photography done by Iowa junior high and middle school students. The study was also limited to still photography done only by the students, whether as an assigned, optional, or special unit. No attempt was made to judge assignments or ideas as to their suitability to photography.

The questionnaire was sent to the media specialists of each of the participating junior high, middle school, and junior-senior high combinations. The media specialist then assumed some responsibility for the validity of the results obtained. For example, the media specialist
was asked to supply some basic information such as school enrollment, number of teachers, integration or separation of the library and audio-visual programs; then information was asked on the photography done by students. This last information was supplied according to what the media specialist already knew about photography in the school and by what she was able to find through inquiry. The researcher assumed that the information reported was accurate, that the appropriate people were asked for photography information, and that all relevant items were completed honestly.

The representative sample used in this study involved junior highs, junior-senior high combinations, and middle schools that cover grades five through twelve. However, only data concerning the seventh, eighth, and ninth grades was used. The data for the remaining grades was no less important, and may be examined in the overall picture of still photography done by students in this similar age group.

A severe limitation to the validity of the study was the poor return of questionnaires and the incompleteness of some information asked for on the questionnaire. Only thirty four of the eighty questionnaires sent were returned for a 43.5% return rate. Approximately ten of these questionnaires failed to supply the most basic information.
The media specialists were given two weeks in which to complete and return the questionnaire. After this period of time, postcard reminders were sent to the remaining media specialists with a deadline of one week to return the questionnaire. Ten schools responded to the reminder. It is possible that the study was not taken seriously by the media specialists because they felt the study did not apply to their situation. It is also possible that the media specialist didn't want to spend the time gathering information asked for on the questionnaire or was discouraged after having attempted to gather the information.

Student photography in "Media Now" classes is a new approach that was not included in this study. These classes are a new attempt to help students understand how the visual and audio media influence their lives. Photography is often an expression of student ideas in "Media Now."

DEFINITION OF TERMS USED

**Assigned project.** The term "assigned project" referred to mandatory activity for students that is described by the teacher. In this study, these mandatory activities have been carried out by the use of still photography.

**Optional method of completing an assignment.** In this study, the term "optional" described an activity assigned by the teacher with the choice given the students for completing the activity through still photography or some other means.
Special unit of still photography. "Special units" referred to those units designed by the teacher for the purpose of illustrating how photography can teach in content areas where photography is not normally used. Students do their own photography.

Junior high school. In this study, the term "junior high school" has been interpreted as meaning a public school which includes any combination of grades ranging from seventh through ninth. This study was limited to districts listing a "junior high school" in the Iowa Educational Directory and which met the above definition.

Middle school. "Middle school" was interpreted as meaning a public school which ranged from grades six to nine in any combination. This study was limited to districts listing a "middle school" in the Iowa Educational Directory and which met the above definition.

Junior-senior high school. "Junior-senior high schools" were quite common in the smaller districts and range from grades seven through twelve in different combinations. This study was limited to districts listing a "junior-senior high school" in the Iowa Educational Directory and which met the above definition.

Still photography. In this study, the term "still photography" referred to all photography resulting in prints or slides. There were no restrictions on the type of

---

camera used nor whether the camera was rented or owned by the school or student. Processing may have been done by professionals or by the students.

Media Now. "Media Now" referred to those classes that dealt exclusively with the understanding and utilization of media encountered in everyday life. The photography done by students in these classes was not a part of the data gathered by this study.

REVIEW OF RELATED LITERATURE

Periodical indexes were searched from the years 1960 to 1974 for studies on the use of still photography by students. One study was briefly described in Audio-Visual Instruction\(^6\) where seventh grade underachievers were introduced to photography with the objectives of renewing interest in school and of looking at photography as a new means of communication. The results showed that seventh grade students are receptive to photography, especially those with a low academic rating or a reading problem.

There has been little research reported on how students learn with photography. However, there were a few articles on projects where students had used still photography. The authors of the articles seemed to be in agreement in their objectives for using photography.

A common objective is using the unique capability of the camera to record what the viewer sees to enable the student to conceptualize ideas. A photograph can communicate a large amount of information and also reveal an emotion.

There are two steps taken prior to the actual photographing: selecting a subject and isolating or framing it. Finding a subject to convey the photographer's point of view, emotion, or statement is the basis on which the isolating of framing step is begun. This second step covers what to include or leave out of the photograph, how close to be to the subject, and the best camera settings and exposure.

The photographic essay was attempted by students in a geography class. The essay may become an involved process where every part of the photograph must add to the overall theme. Or, the essay may take the form of a slide presentation that shows the logical progression of thought plus the planning done to get an idea across. The latter is most often true in the classroom where time is often short. Script writing is used to facilitate the photographing of the essay.

9 Cooke, p. 8.
The components of script writing are the same whether the objective of the essay is to be instructional, aesthetic, or influence a person's attitude. The geography students followed this script outline to complete their photographic essays.

1. Analyze the total idea
   A. Determine the objective or basic concept
   B. Determine the audience
   C. Determine the subject matter
   D. Determine the relationship between the objective, audience, and subject matter
   E. Determine the form that will best convey the subject matter or the central idea

2. Break idea into shots
   A. Determine each shot
   B. Determine narration, music, etc. for each individual shot

3. Analyze each shot
   A. As an individual picture
   B. As it relates to the overall objective
   C. As it relates to the preceding shot and the following shot

4. Choose settings for shots
   A. Analyze the relationship of the setting to the shot objective
   B. Analyze the relationship of the setting to the sequence objective
   C. Analyze the setting in terms of the audience and subject matter

5. Decide upon treatment
   A. Determine if it is to be dramatic, humorous, educational, documentary
   B. Determine additional factors such as sound (narration or music) captions, descriptions

6. Determine technical factors
   A. Type of camera, film, lights, etc.
   B. Form of final project

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7. Prepare treatment
   A. Determine content of each shot
   B. Sketch each shot on cards or script sheet
   C. Rough out narration or music
   D. Sequence shots
   E. Try out

8. Shoot film
   A. Set shutter speed
   B. Set aperture opening
   C. Focus camera
   D. Expose film

9. Photo essay compilation
   A. Sequence shots as per story board
   B. Write final script
   C. Rehearse
   D. Present

With some teacher guidance, the students were able to follow through and produce photographic essays on their own.

A similar project was done by students on an experimental basis. The purpose was to teach students and teachers who had no prior knowledge of production techniques to produce a slide-tape series. The students wrote their own scripts, took the photographs, and then arranged the photographs in a logical sequence. The results of this project were encouraging to the further use of photography: the students' enthusiasm was high, the project involved both students and teachers, the students were more knowledgable in the subject area as
a result of the media preparation, photography was of strong motivational value, and media produced could be used for future instruction.¹¹

A science project using photography was developed for students to study their community as a visual experience. Photography was used as a basis for the students' own personal set of learning materials. Students took photographs on field trips and then discussed what they had recorded. The students worked together to build a story about various scientific concepts by combining the photographs and experiences and then making a narrative tape. The result was a composition to present to other classes.¹²

A discussion of student photography would be incomplete without mention of the visual literacy movement. "There is a rather consistent neglect of the fact that children possess different learning styles and that it is the programming of content to these styles which may determine whether or not learning takes place."¹³

Children learn visually before they learn verbally; but as soon as a child enters school, the verbal learning is emphasized over the visual. The child who can't make


¹²Schillinger, pp. 33-35.

this transition from visual to verbal stimuli is off to a slow start in learning. Visual literacy is an attempt to involve students in learning by developing visual competencies and integrating the visual with other senses. "When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, and/or symbols, natural or man-made, that he encounters in his environment. Through the creative use of these competencies, he is able to communicate with others." Visual literacy is an interaction of all the senses, not just the visual, that is used to help learning.

Visual literacy can make a difference in helping a child learn. The following are some of the objectives of visual literacy.

1. With still photography, the teacher will be able to see the world through the eyes of his students.

2. Assist in recognizing the creative ability of children.

3. Teachers can know more about children's interests through the types of photographs they take and the projects they work on.

4. It will help the student explore and understand the environment and provide him with techniques for interpreting the perceptions. Views can be exchanged.

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15 Ross, pp. 207-208.
5. It will establish a climate in which the teacher will be helped to recognize other positive attributes of pupils through the sharing of the child-created visual experiences.

6. It will develop teacher interest in all sorts of media as instructional and leisure.

7. It will show that youngsters can express themselves through other than a verbal approach.

8. The child will be able to gain many experiences rapidly; thereby increasing learning through participation in the activity.

Language arts is another content area that is expanding the use of photography in the classroom. Slide-tape series illustrating poetry is the most popular production. The objective in language arts is to help students relate the creative, imaginative world of literature to their own experience. Photography is used with units on poetry, literature, communication skills, drama, and composition. If a teacher is familiar with visual literacy, photographs can be used in another way. Students could bring photographs they have taken in the past and the teacher could then assess their interests. Lesson plans could then be devised with those individual interests in mind.

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Eastman Kodak Company of Rochester is an excellent source of information on photography, techniques, facilities, and ideas. Consultant help is also available to those people who are interested in a visual literacy program.17

"Further technical assistance can be supplied from members of the Conference on Visual Literacy. The executive secretary can provide those names. The Center for Visual Literacy at the University of Rochester, The Association for Educational Communications and Technology, the National Association of Media Educators, and the National Council of Teachers of English, are other good sources of help."18

The little information available on photography in schools indicated that there was some interest in this subject in schools. However, there didn't seem to be a concentrated effort to use photography, either by teachers or students. The articles expounding the uniqueness of using photographs on bulletin boards are written today just as they were in 1960. Evidently there is a gap in exchanging ideas and promoting photography to allow for such duplication and slow growth in utilizing this medium.

17 Ross, p. 208.
18 Ross, p. 208.
METHODOLOGY

The population for this study was 492 junior high, middle school, and junior-senior high combinations listed in the 1974-1975 Iowa Educational Directory. Random sampling was used to select a representative number of junior high, middle, and junior-senior high combinations for participation in the study. The sample consisted of eighty schools, or 16%, of the population and were selected by using a table of random numbers. The media specialists who received the questionnaires for each school in the sample were identified from a list of media specialists in Iowa from the Department of Public Instruction.

The listings in the Iowa Educational Directory pointed out a discrepancy in the grades assigned to junior high and middle schools in Iowa. Junior high schools were listed in one district as grades seven through nine and in another district as only grades seven and eight. Similarly, middle schools ranged from grades five through nine. The junior-senior high combination also existed with combinations of grades from seven through twelve. Only data concerning grades seven, eight, and nine has been included in this study.


20 Department of Public Instruction, Personnel with Media Assignments in Iowa Schools, 1974-1975. (Computer printout) January, 1975.
The survey method utilizing a questionnaire (See Appendix B) was selected for this study as being the most practical. The information required for this study was, therefore, easily recorded and analyzed. The questionnaire was distributed to randomly selected junior high, middle school, and junior-senior high combinations scattered throughout Iowa. The questionnaire was sent to the media specialist of each school who was asked to fill out some preliminary information such as: official school enrollment, whether there was a "Media Now" class in the school and when it was started, availability of rented or school-owned photography equipment. After supplying this preliminary information, the media specialist was asked to inquire in the various subject areas on the use of student photography.

A reminder was also sent after the two-week deadline for returning of the questionnaire in the hope of attaining a 50% or more return (See Appendix C). This reminder was sent on a postcard to those media specialists who hadn't returned the questionnaire---the deadline for returning the questionnaire was then set for one week.

Questions on the survey were similar in each content area to ensure uniformity and ease in compiling results. Information requested covered still photography done by students during the 1973-1974 to the first semester of the 1974-1975 school year.
The questionnaire was divided broadly into grade level, content area, and then further divided into the three areas of optional or assigned projects and special units of photography in each content area. Most items in the questionnaire were answered by checking the column with the response that most resembled the situation. Other items such as brief descriptions of assignments or evaluative comments of these assignments could have been answered in a few sentences.

The data acquired through the questionnaire has been presented in tables indicating frequency of response. The implications of the response frequency were analyzed and then discussed in light of all the information received on the questionnaire. The tables include information on the course "Media Now" and the photographic equipment and facilities available to faculty and seventh, eighth, and ninth grade students. A table has been included that showed the number of assignments made in the three grade levels and content areas. The longer written responses have been examined for similarities and differences in such areas as: effectiveness of photography as observed through class experiences, description of projects, and the encouraging or initial force behind using student photography. This information is in the form of a list of photography assignments made in the seventh, eighth, and ninth grades.
ANALYSIS AND INTERPRETATION OF DATA

Eighty questionnaires were sent out to media specialists, thirty four (34) were returned, and only seven (7) of those returned noted any student photography in the required, optional, or special unit categories. Needless to say, the quantitative response was disappointing as far as the validity of the study is concerned. This lack of response does have certain implications. For example, several possibilities come to mind to explain the poor response:

a. the questionnaire was lost as one media specialist reported

b. the topic of the questionnaire was determined to be unimportant and irrelevant

c. the media specialist was embarrassed to either return the questionnaire or fill it out completely because of the lack of student photography

d. it would take too much of their time to gather the data.

Coupled with the poor return of questionnaires were the comments written to the researcher that reflect the attitudes toward photography, such as:

"Photography is a 'fun thing' that is used only by a club."

"Our librarian is only hired half days and media (recorders, VTR, projectors, etc.) baffle her."

"Several years ago there was a flurry of photographic activity in junior high. The results were not considered productive enough to continue that program as essential..."

"If photography has been used in the classroom, I am not aware of it."
Happily, the pessimism reflected in the questionnaires and comments interpreted by the researcher is not representative of all Iowa junior high schools. Seven schools replied with some excellent ideas to use with student photography. The following table is divided into content area, grade level, and type of assignment according to the information provided on student photography assignments. The assignments were not restricted to grade level nor to the assigned, optional, or special unit groups in actual practice. Language arts and science and math have a slight edge over the social science area because of the emphasis on environmental studies and popular slide-tape approach to literature. However, just as the assignments can span all grades, so can the assignments be altered to cover different subject areas.

A project may have been optional if the teacher was experimenting with the idea of student photography for the first time and later made the project assigned for students next year. The table is based on the ten projects indicated on the questionnaire plus the variations of making an optional project assigned.
<table>
<thead>
<tr>
<th>Content Area and Type of Project</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>7th</td>
<td>8th</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
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<tr>
<td>Assigned</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Optional</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Special</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science and Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Optional</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Special</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Optional</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Special</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

There were six projects with the assigned status, fifteen with the optional status, and none with the special status. Those results indicated that teachers don't feel photography assignments should be required of everyone. Several explanations are possible: the teacher was not convinced of the merits of photography, the facilities were not available to accommodate the whole class at once when using photography, or the teacher felt the expense was a burden on the students when the schools didn't cover the expense or supply the camera. The corresponding lack of special units indicated that teachers didn't want to take the time to introduce photography as it relates to a subject area, or simply didn't think a relationship existed between photography and their subject area.
The number of projects in each grade level ranged from six to eight and were almost even. This showed that photography was applicable to grades seven, eight, and nine and wasn't concentrated at one grade level. The even spread of projects also indicated that photography can be taught at various levels of difficulty and existing knowledge about photography can be built upon year after year.

There were no assigned or optional art projects using photography reported on the questionnaires. Five media specialists indicated on the questionnaires that the art department was connected with the yearbook and annual staff and, therefore, used photography. Those two activities were considered special and involved only a handful of students usually working outside of class on their own time. An example of a special project was included in the summary of the results of the study.

The assignments using student photography already tried by enterprising teachers are as follows:

**LANGUAGE ARTS**

Title of unit where photography was used:

Brotherhood and friendship -- ninth grade

Type of assignment:

Optional

Unit objectives:

Reflect on what brotherhood means.
See brotherhood among individuals we know rather than among people whose lives we don't know.
What the students did:

Collages using photographs.

Title of unit where photography was used:
Slide illustrating -- eighth grade

Type of assignment:
Assigned

Unit objectives:

What the students did:
Illustrate a poem by using slides and music.

Title of unit where photography was used:
Slide illustrating -- ninth grade

Type of assignment:
Assigned

Unit objectives:
To combine writing (script) with slides and music to present main ideas, setting, characters, etc. of a book read for English

What the students did:

Found own pictures or used real places, persons, or things. Students took pictures with borrowed or their own camera. Students assembled their own slides after their slides were processed and found music to accompany the student-written scripts to make an individual "slide show."

Title of unit where photography was used:
Poetry -- eighth and ninth grades
Type of assignment:

Optional

Unit objectives:

1. To help students visually interpret a poem or song lyric.
2. To provide a "hands on" experience with which even the academically poor student can succeed.
3. To make poetry fun.

What the students did:

Most will choose a current song, though I have had a few in the past pick a poem. They plan a "story board" and decide upon pictures which would be illustrative of several lines. (These may be live shots or copy work," Once organized, they take the pictures, have them developed, and synchronize with a tape recording of the poem or song. These slide-tape presentations are then shared with the class. This is the best part--the part where self-pride really comes to the fore.

Title of unit where photography was used:

Media

Type of assignment:

Optional

Unit objectives:

What the students did:

Took pictures in a subject area, had slides made, and students made up their own narration.

Title of unit where photography was used:

Ecology systems and chains -- seventh grade

SCIENCE AND MATH
Type of assignment:
Optional

Unit objectives:
Categorize ecological groups of chain of survival (birds, land, insects, etc.)

What the students did:
Students took pictures on a field trip around the school grounds and city parks.

Title of unit where photography was used:
First aid -- eighth grade

Type of assignment:
Optional

Unit objectives:
Teach fundamental first aid.
Make students aware of hazards in local environment.

What the students did:
Students took pictures of fire hazards and safety hazards in the city. Students also took pictures of poisons for first aid sequence.

Title of unit where photography was used:
Open

Type of assignment:
Optional

Unit objectives:

What the students did:
Pictures were used in the achievement fair.
SOCIAL SCIENCE
Title of unit where photography was used:

Autobiography -- seventh grade

Type of assignment:

Optional

Unit objectives:

Help selves to see their environment in relation to teachers, family, and acquaintances and pets. Considered physical, mental, social, and growing up aspects of adolescence.

What the students did:

Students used pictures of family, friends, and self to give word and picture story.

ART

Title of unit where photography was used:

Junior high yearbook staff from art class.

Type of assignment:

Special

Unit objectives:

Represent memorable events of school year for yearbook. Capture newsworthy subject matter.

What the students did:

Students took pictures of unusual and newsworthy events of year for student body. Students also created narration with words and picture layouts.
Four of the ten photography projects did not have student objectives. Without stating objectives, the teacher couldn't help direct students because there was no clearly defined direction. Photography should be as carefully planned as any other activity in the classroom in order to provide a valuable learning experience. Photography shouldn't be used as a gimmick when a little planning could make it a motivational and educational experience.

The units were similar in what the students actually did. Three units used photography to study the students' immediate environment. Four units in language arts used the popular slide-tape approach to understand and appreciate literature. There was not much diversity at this point; this may be due to the fact that photography was new to many classrooms and that there hasn't been time to experiment and expand. Perhaps this lack of diversity shows that photographing the local community is of interest to many teachers and students and is a good teaching tool. The slide-tape productions in all subject areas are in danger of becoming over-used unless some new approaches are developed. Photography is making its way into classroom activities slowly but surely.

The author had a peripheral interest in the number of schools that offered the course "Media Now" to seventh, eighth, and ninth grade students. Of the
thirty four schools that responded, two schools offered "Media Now" and one school was optimistic in adding the course next year. The schools who offered "Media Now" didn't recommend the course for any particular grade or ability level and rated the success of the course as "moderately successful." The media specialists were asked in the questionnaire to indicate possible reasons for not including "Media Now" in the curriculum. The results are as follows:

Table 2

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is not adequate staff.</td>
<td>5</td>
</tr>
<tr>
<td>There are not adequate facilities and equipment.</td>
<td>5</td>
</tr>
<tr>
<td>There is not enough money to start &quot;Media Now.&quot;</td>
<td>8</td>
</tr>
<tr>
<td>The school is not familiar with the course &quot;Media Now.&quot;</td>
<td>7</td>
</tr>
<tr>
<td>There is no interest at this time.</td>
<td>6</td>
</tr>
</tbody>
</table>

There was no correlation between the schools that offered "Media Now" and the amount of student photography done independently of this course. For example, of the seven schools that responded with some type of photography activity, one school was optimistic about offering "Media Now" next year and another school had just started a "Communications and Media" course connected with the science department this year.

The questionnaire also asked for information on the type of cameras available to students, who supplied the cameras, development facilities, and funding. The results were as follows for the thirty four schools:
Table 3
Ownership and Type of Cameras Available to Students

<table>
<thead>
<tr>
<th>Ownership</th>
<th>Number</th>
<th>Camera</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School owned</td>
<td>15</td>
<td>35 mm</td>
<td>14</td>
</tr>
<tr>
<td>District owned</td>
<td>5</td>
<td>Instamatic</td>
<td>13</td>
</tr>
<tr>
<td>Area center owned</td>
<td>3</td>
<td>Pinhole</td>
<td>2</td>
</tr>
<tr>
<td>Faculty owned</td>
<td>8</td>
<td>Polaroid</td>
<td>11</td>
</tr>
<tr>
<td>Student owned</td>
<td>8</td>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

Looking at this table, there were cameras available to students but they didn't seem to have a wide circulation. For example, there were only seven schools out of thirty four that had any photographic activities in the classroom. Judging from some comments on the questionnaires, the cameras were used by clubs and the annual and newspaper staffs.

Table 4
Film Processing Location and Funding

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Funding</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School building</td>
<td>13</td>
<td>Students</td>
<td>5</td>
</tr>
<tr>
<td>School district</td>
<td>4</td>
<td>Faculty</td>
<td>4</td>
</tr>
<tr>
<td>Area center</td>
<td>6</td>
<td>General school budget</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School media budget</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District media budget</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

There appears to be little problem with paying for processing. Of the twenty six schools that answered this question, only five indicated the students would have to pay the processing costs themselves. Therefore, the reasoning that a teacher can't require students to do photography is the students must bear the cost doesn't apply. The general school budget, school media budget, and district media
budget are the commonly used sources of covering processing costs.

Surprisingly, thirteen schools indicated that they had processing facilities available in the school building itself. However, these facilities were used for the most part by the faculty, photography club, and the annual or newspaper staff. Two of the seven schools that responded on the questionnaire with photography assignments had facilities in the school district; the other four schools didn't answer this question.

CONCLUSION

Innovative teaching techniques are being used and developed by educators everyday. Some techniques are better than other and some techniques are suited to the teaching styles of teachers better than others. What needs to be done, therefore, is an evaluation of teaching techniques as separate entities, as a part of the personal teaching experience, and then as a part of the unit being taught.

Photography has been used by teachers and students in the classroom for years. The photography has been proven to be an effective learning device because it has been used periodically by teachers who attest to its value. However, the units where photography is used and the actual photography techniques have not changed nor expanded during the years. For example, photography is being used in the same
manner and in the same units that the 1960 periodicals professed to be new. This study illustrated this fact of creative photography stagnation. The three common areas of study that use any kind of photography was language arts, social science, and science in 1960 just as today.
BIBLIOGRAPHY


BIBLIOGRAPHY


February 17, 1975

Dear Media Specialist:

This questionnaire is a part of a study on how still photography is used by students in Iowa junior high schools. While teacher utilization of photography has been noted, there is little information on student utilization. As a graduate student in Library Science at the University of Northern Iowa, I feel that the area of student photography should be investigated.

The population for this study is junior high, middle, and junior-senior high school listed in the Iowa State Educational Directory. Your school was selected entirely at random from this population to ensure the validity of the data gathered from this study. The media specialist was selected to complete the questionnaire.

This study will result in a list of assignments where students have used still photography in the classroom. If you would be interested in receiving a copy of this list, please indicate so on the first page of this questionnaire.

I would appreciate the return of the questionnaire before February 26. I have enclosed a self-addressed envelope for your convenience.

May I take this opportunity to thank you for your time in completing the questionnaire.

Susan Enderson
326 Noehren
UNI
Cedar Falls, Iowa 50613
(319)273-5140
STILL PHOTOGRAPHY IN IOWA JUNIOR HIGH SCHOOLS
QUESTIONNAIRE

Name and address of school: I would like a list of the assignments gathered by this questionnaire:

___ Yes
___ No

School Information

Student enrollment as of January, 1975: _______

Number of classroom teachers:

___ Full time
___ Part time

Grades included (check each one for your building only):

___ 6  ___ 8  ___ 10  ___ 12
___ 7  ___ 9  ___ 11

Is the library and audiovisual program integrated into one media program?

___ Yes
___ No

Number of media professionals:

___ Full time
___ Part time

Number of classified media personnel (e.g. clerks, aides, secretaries, technicians, etc.):

___ Full time
___ Part time
Still Photography Equipment and Facilities for Teachers and Students

Are the cameras available to students:

___ School owned
___ District owned
___ Area center owned
___ Faculty owned
___ Student owned
___ Rented through a commercial source
___ Other

What type of cameras are available for student use?

___ 35 mm
___ Instamatic
___ Pinhole
___ Polaroid
___ Other (please specify) ________________________________

How many cameras are available for student use?

___ Cameras

What type of cameras are available for faculty use?

___ 35 mm
___ Instamatic
___ Pinhole
___ Polaroid
___ Other (please specify) ________________________________

How many cameras are available for faculty use?

___ Cameras

Are there facilities for processing film in the:

___ School building
___ School district
___ Area center

Are these photographic facilities available to:

___ Students
___ Faculty
___ Both

If commercial processing is used, is the processing paid by:

___ Students
___ Faculty
___ General school budget
___ School media budget
___ District media budget
___ PTA and other organizations
___ Other (please specify) ________________________________
Is Media Now or some similar course offered?

___ Yes
___ No

If yes, when was it included in the curriculum?

19___

What grade levels may take Media Now?

___ 7th
___ 8th
___ 9th

Is Media Now recommended for any particular student ability level?

___ Yes
___ No

If yes, which student ability level?

___ High ability
___ Average ability
___ Below average ability

How would you rate the success of Media Now in enabling students to understand the communication process and media in general?

___ Extremely successful
___ Moderately successful
___ Average
___ Below average
___ Not able to evaluate at this time

If Media Now is not offered, has the possibility of including Media Now in the curriculum been considered by the school and/or district?

___ Yes
___ No

Are there plans for offering Media Now classes?

___ Yes
___ No
Media Now is not a part of the curriculum because:

- There is not adequate staff
- There are not adequate facilities and equipment
- There is not enough money to start Media Now
- The school is not familiar with the course Media Now
- There is no interest at this time

Photography in the Classroom

In this section, still photography done by students is classified into three areas: assigned projects, optional methods of completing an assignment, and special units of still photography. These three areas are defined as follows:

"Assigned project" refers to an activity described by the teacher where students use still photography to complete the activity.

"Optional method of completing an assignment" describes an activity assigned by the teacher with the choice given the students for completing the activity through still photography or some other means.

"Special unit of still photography" refers to a unit designed by the teacher for the purpose of illustrating how still photography can teach in subject areas where photography is not normally used.

In the past two years, have students used photography as a means of completing classwork?

- Yes
- No

If yes, was photography assigned as a means of completing a project?

<table>
<thead>
<tr>
<th>Subject</th>
<th>7th</th>
<th>8th</th>
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<tbody>
<tr>
<td>Science and math</td>
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<tr>
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</table>
Was photography used as an optional means of completing an assignment?

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Has photography been presented as a unit?

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</table>
Photography Assignments

If photography has been used in your school during the past two years as either an assigned, optional, or unit project, please complete the following by subject area:

Science and math
Title of unit where photography was used:

Type of assignment:

___ Assigned
___ Optional
___ Special unit

Unit objectives:

What did the students do?

Social Science
Title of unit where photography was used:

Type of assignment:

___ Assigned
___ Optional
___ Special unit

Unit objectives:

What did the students do?
Language Arts
Title of unit where photography was used:

Type of assignment:

___ Assigned
___ Optional
___ Special unit

Unit objectives:

What did the students do?

Art
Title of unit where photography was used:

Type of assignment:

___ Assigned
___ Optional
___ Special unit

Unit objectives:

What did the students do?
POSTCARD REMINDER

Did you forget to return your questionnaire on student photography? I hope you have already filled it out and just need to slip it in the mail. Please don't forget, I must make a deadline. Please return the questionnaire by March 3.

Susan Enderson
326 Noehren
UNI
Cedar Falls, Iowa 50613