A STUDY OF THE PROFESSIONAL AND EDUCATIONAL
BACKGROUNDS OF THE PHOTOGRAPHY TEACHERS
IN THE TEXAS SECONDARY SCHOOLS

THESIS

Presented to the Graduate Council of the
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MASTER OF ARTS

By

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To determine professional and educational backgrounds of photography teachers in Texas secondary schools, a questionnaire was sent to all eighty-seven. Sixty-five responded.

The study found that the majority (a) were not certified to teach industrial arts as required by the state; (b) taught only three classes of photography; (c) did not handle publication photography; (d) had less than the required twelve hours of photography education; (e) had some professional experience; and (f) planned to continue their photography education although their school systems did not require it.

The study (a) concluded that students receive a basic, technical education in photography, but the program suffers from lack of money and administrative support; (b) recommended that the state agency reevaluate its approach to and implementation of the program.
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CHAPTER I

INTRODUCTION

Each year in the state of Texas, millions of dollars are spent on high school publications. The yearbook budget alone for a medium-sized Texas high school reached $14,000 in 1976.\(^1\) Usually one fourth of the publication budget is spent on photography.\(^2\) Today, photography is a necessity for any high school publication. But oddly, in Texas, the education for this necessary, expensive part of the student publication is left to chance. Ralph Sellmeyer of Texas Tech University conducted in 1965 a survey of the publication practices of high schools in Texas. Part of that survey of journalism instructors dealt with photography. Sellmeyer concluded, "Photography seems to be an underdeveloped field in high schools."\(^3\) Although 90 per cent of the publications surveyed used student photographers in 1965 (the figure today

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\(^1\) Interview with Kay Giese, former sales representative for Taylor Publishing Company, Dallas, Texas, December 6, 1976. Ms. Giese serviced forty-eight schools with yearbook accounts in the Dallas-Fort Worth metropole.


\(^3\) Sellmeyer, 26.
probably would be much higher), only 26 per cent of the secondary schools offered photography as a course. 4

Although the journalism department in high schools is dependent on photography, the curriculum for photography courses is designed by the industrial arts department and can be taught as either a one-, two-, or three-quarter course for two years of credit. 5 In addition, this means that in order to teach photography in Texas, a teacher must be certified in industrial arts. Jerry MyCue, industrial arts consultant for the Texas Education Agency, stated that, theoretically, a teacher can be graduated from an accredited university with an industrial arts degree and take a job as a photography teacher in a secondary school without ever having studied photography. 6 In Texas, ten of the fourteen universities and colleges preparing industrial arts teachers offer courses in photography within the industrial arts program. Seven of the fourteen colleges and universities offer

4 Sellmeyer, 21.


6 Interview with Jerry MyCue, industrial arts consultant, Texas Education Agency, Austin, Texas, March 18, 1977.
photography courses outside of the approved industrial arts program. Only one of the seven universities that offer photography actually requires it as a part of its degree program.

The teaching of photography in Texas falls under two industrial arts programs: vocational and non-vocational. Robert Patterson, director of vocational industrial education for the Texas Education Agency, explained that vocational programs exist in five high school in Texas:

These classes operate for three consecutive hours each day and are intended to provide students with the skills and knowledge necessary to secure entry-level jobs in photography. The instructors for these programs must have five years of full-time wage-earning experience as a photographer to be approved to teach. After approval, the instructors must complete fourteen college credit hours of vocational industrial teacher courses before becoming eligible for certification.

Vocational programs are state-funded and highly regulated. Vocational photography teachers are not responsible in any

---

7"Industrial Arts Instructional Areas Offered in Texas Colleges and Universities Preparing Industrial Arts Teachers," based on a survey taken during Fall, 1976, by the Texas Education Agency.

8Based on a survey of the 1977 catalogs of the seven universities that offer photography in the industrial arts program. Texas Agricultural and Industrial University was the only university to require as part of its degree program for students in industrial arts education a beginning course in practical photography.

9Letter from Robert S. Patterson, director of vocational industrial education, Texas Education Agency, November 22, 1976.
way for the production of photographs for the high school publications. ¹⁰

Non-vocational photography courses fall under the industrial arts department head and are taught by industrial arts graduates. In the industrial arts curriculum, photography courses are referred to as graphic arts. As described in Industrial Arts Education for the Senior High School, students in graphic arts are "afforded the opportunity to use machines, tools, and special equipment related to the graphic arts industry. Contemporary practices in layout and design are stressed and developed."¹¹ Yet, teachers holding industrial arts certification may be called upon to teach students on the beginning photography level "basic camera skills, negative processing, print making, toning, print mounting, and picture evaluations." On the senior high school level, they could be asked to teach color photography.¹²

In a parallel situation in 1964, Laurence Campbell wrote in Quill & Scroll that there was little standardization in journalism teaching requirements. He pointed out that, although the "sacred solids" are being taught more by

¹⁰MyCue.


¹²Description of Courses, p. 128.
teachers certified in the field, journalism instruction is still an exception to this rule. Campbell wrote.

...state departments of public instruction today provide no assurance through certification policies that teachers of journalism or supervisors of student publications will have the minimum preparation they need. The quality of teaching in any course depends on the quality of the teacher. The quality of the teacher depends on his professional qualifications in his teaching field.\(^\text{13}\)

In order for a high school in Texas to meet accreditation standards, a "teacher shall be required to have a certificate or college major in the field of work for which the teacher is responsible during the major portion of the day."

Exceptions may be made for teachers of trades and special classes approved by the State Commission of the Southern Association.\(^\text{14}\) Texas does not offer certification for photography majors. The fault, MyCue explained, "lies in the certification process."\(^\text{15}\) But where does that leave the high school student who wants to learn photography from a competent photography teacher?

**Statement of the Problem**

The problem of this study was to study the professional

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\(^{13}\) Laurence R. Campbell, "Little Standardization in Journalism Teaching Requirements," Quill & Scroll XXXVIII (April-May, 1964), 35.


\(^{15}\) MyCue.
and educational backgrounds of photography teachers in Texas secondary schools.

Purpose of the Study

The purposes of this study were (a) to determine whether the photography teacher is a certified industrial arts teacher, (b) to determine how much of the photography teacher's class schedule is devoted to photography instruction, (c) to determine whether the photography instructor is responsible for student publication photography, (d) to determine whether the photography teacher has had any educational or professional experience in photography, (e) to determine what further education in photography is required by the school system in which he teaches or is planned by him. The results of this study will be submitted to the Texas Education Agency to be used if the agency recommends revisions in the certification process of industrial arts teachers.

Questions

To carry out the purpose of this study, the following questions were formulated concerning the professional and educational backgrounds of photography teachers in the Texas secondary school.

1. Is photography instruction the duty of a teacher certified in industrial arts in the majority of Texas high schools?
2. Is photography instruction limited to two classes a day in the majority of Texas high schools where photography is taught?

3. Are photography classes taught solely for the purpose of producing photographs for the school publications in the majority of the Texas high schools where photography is taught?

4. Have the majority of certified industrial arts teachers, when hired to teach photography, had courses in photography or professional experience in photography?

5. In the majority of Texas high schools where photography is taught, are industrial arts-certified photography teachers required to further their education in photography?

6. In the majority of Texas high schools where photography is taught, do industrial arts-certified photography teachers plan to further their education in photography?

Definitions

For the purpose of this study, the following definitions are established:

**Photography teacher** is a secondary teacher who is responsible for teaching a class or classes in non-vocational

**Industrial arts education** refers to the formal education, either vocational or non-vocational, that an industrial arts major receives.
Photography adviser refers to the teachers who are responsible for helping student photographers who serve on student publication staffs.

Photography instruction is either the photography instruction that a secondary teacher receives or the instruction that a teacher may receive in a workshop experience.

Justification

At present, it is possible for a certified industrial arts teacher to be hired to teach photography in a Texas high school without ever having studied photography of any kind. The Texas Education Agency is working on new guidelines for certifying an industrial arts teacher that will require forty-eight semester hours in industrial arts, twenty-four of them concentrated in two fields, such as drafting, graphic arts, or wood working. MyCue said that this process will not be required until at least 1980.\textsuperscript{16}

Even after the new guidelines are implemented, an industrial arts teacher with twenty-four hours in drafting and wood working, because of his industrial arts certification, could be hired to teach photography without ever having studied the subject.

Because of this situation, this study should serve as a guide to certification improvement for the photography

\textsuperscript{16}MyCue.
teacher in the Texas secondary school. Since the research in this area is limited, this study should serve as a point of departure, therefore prompting more investigation into the problem.

Recent and Related Studies

The research on this topic was limited so that most of the available information concerning photography programs and teachers in Texas secondary schools was gathered from interviews and letters. After having interviewed the industrial arts consultant for the Texas Education Agency, attempts were made to contact the director of the Texas High School Press Association and the Interscholastic League Press Conference. Neither Dr. Max Haddick\(^1\), director of the Interscholastic League Press Conference, nor Mrs. Lillian Hefner\(^2\), director of the Texas High School Press Association, were aware of any published or unpublished studies in this area. Dr. DeWitt Reddick\(^3\) of the journalism faculty at the University of Texas and Martha Andersen\(^4\),

\(^1\)Letter from Bobby Hawthorne, assistant to the director of the Interscholastic League Press Conference, Austin, Texas, May 3, 1978.

\(^2\)Interview with Mrs. Lillian Hefner, director of Texas High School Press Association, Denton, Texas, June 7, 1978.

\(^3\)Interview with Dr. DeWitt Reddick of the journalism faculty, University of Texas, Austin, Texas, June 12, 1978.

\(^4\)Interview with Martha Andersen, communications specialist with Region I Education Service Cent, Austin, Texas, June 9, 1978. Ms. Andersen is a former yearbook adviser.
communications specialist with the Region I Education Service Center in Austin, were also unaware of any studies of the professional and educational backgrounds of photography teachers in Texas high schools. Because of this situation, only related studies could be reviewed.

In a related study conducted in 1974 among journalism teachers in California, David Clement Henley sought to determine the educational and professional journalistic backgrounds of journalism teachers in that state. He concluded that the educational and professional experience of the state's journalism teachers in journalism was low. His study recommended that state school administrators insist upon hiring only those possessing minimum experience and/or professional experience in journalism and that the state department of education devise a journalism credential which would require journalism teachers to have a minimal educational and/or professional journalistic experience.21

In 1975, David Henley moved to the University of Wyoming, where he advised a similar study of the professional and educational backgrounds of high school journalism teachers in that state. The results of the study, conducted by Carol P. Schmidt, showed the following.

1. Seventy-eight per cent of the teachers had less than twelve hours in journalism required for journalism certification in Wyoming. Only eleven teachers had enough hours in journalism to be certified to teach it in Wyoming high schools, but twenty-six reported that they did, in fact, teach journalism.

2. Fifty-two per cent of the teachers said they did not intend to take any courses in journalism in the future.

3. Only 16 per cent of the teachers had had any professional experience in journalism.

The study recommended strengthening certification requirements and offering more post-graduate courses and workshops throughout the state.22

A survey conducted in 1960 by Cynthia Cottrell on the qualifications of high school journalism teachers in Nebraska revealed that 62 per cent of the journalism teachers responding in this study had not taken any journalism courses in college.23 The study further showed that 72 per cent of the teachers had no professional experience.24 Cottrell


24 Cottrell, p. 5.
concluded that "many of the journalism supervisors were forced into that position not because of their interest or training in journalism, but because a teacher was needed to take over the duties or because the teacher was forced to take her pick from a list of extracurricular activities."\textsuperscript{25}

In 1968 at Indiana University, Don R. Martin investigated the photography training and qualifications of teachers of Indiana high school journalism classes and the photojournalism programs presented by these journalism advisers. Martin found that (1) nearly 80 per cent of the newspaper advisers had never had any photography courses and that over two thirds of the teachers had no photography experience before becoming newspaper advisers, (2) only 5 per cent of the schools surveyed offered photojournalism for credit, but all tried to cover the basic techniques of taking pictures.\textsuperscript{26} Martin's study concluded that few photography courses were offered in Indiana high schools perhaps because of the lack of preparation on the part of the teacher.\textsuperscript{27}

In a study of the still photography curricula in Texas colleges and junior colleges in 1975, David Mayer found that

\textsuperscript{25}Cottrell, p. 9.

\textsuperscript{26}Don R. Martin, "A Study of Photography's Status in Indiana High School Newspapers," \textit{Journalism Quarterly} XLVI (Summer, 1969), 367.

\textsuperscript{27}Martin, 368.
forty-one junior colleges and universities across the state offered photography courses. Of that forty-one, thirty junior colleges and universities offered photography through the journalism or communications departments. Mayer's study showed that only Southwest Texas State University offered photography through the industrial arts department. Texas A & I, the only university to require a photography course as part of the industrial arts program, did not respond to Mayer's questionnaire. Mayer's study revealed that Southwest Texas State University's industrial arts department did not offer a major or minor in photography; in fact, its photography course offerings in the industrial arts department consisted of one course in introductory photography and one in color photography.

Methodology

In order to obtain the information needed to determine the educational and professional backgrounds of photography teachers in Texas, all eighty-seven teachers were surveyed. A list of the teachers and where they taught was obtained.


29 Mayer, p. 92.

30 Texas Education Agency, Public Schools Occupational Programs, Industrial Arts Education, Texas Schools Having Industrial Arts Teachers During 1975-76.
from the Texas Education Agency. The data collected was analyzed primarily for educational background, photography experience, and job description of the photography teacher.

Limitations

This study was not concerned with vocational photography programs; instead, it concentrated on photography courses that fall under industrial arts departments in the secondary schools. Vocational programs are often limited to career-oriented students, and the state requires that only a certain number of students be allowed to participate in the program. Since there are only five of these programs in the state, and since the programs affect a limited number of students, the vocational programs in photography were not included as part of this study.

Organization

Chapter I of the thesis provides the introduction. Chapter II discusses the findings of the survey of the teachers and their educational backgrounds, including their experience in photography, and how the photography teachers' jobs are described within their schools. Chapter III contains conclusions, summary, and recommendations for improvement of the certification process for photography teachers and recommendations for further study.

31 MyCue.
CHAPTER II

THE FINDINGS OF THE PHOTOGRAPHY QUESTIONNAIRE

A photography questionnaire (see Appendix A) was sent to eighty-seven photography teachers in Texas, representing eighty-one Texas high schools. In an effort to determine whether the size of the school enrollment would affect the qualifications of the photography teacher or the photography program, each photography teacher was sent a different colored questionnaire based on the enrollment of the school. University Interscholastic League assigns each Texas high school a classification based on enrollment of grades nine through twelve. Enrollment figures for the schools are given under the football plan. UIL rules state, "Member schools should be classified for competition in football on the basis of the number enrolled in the last four grades in high school as determined by the figures given in 'average membership' of the Superintendent's Annual Report, and there shall be no exception to this procedure."¹

This classification system was used as the basis for determining the size of the schools to which photography questionnaires were sent. Teachers in 4A schools (schools with 1,220 or more students) were sent white questionnaires; 3A schools (550 to 1,219 students) were sent blue questionnaires; 2A schools (240 to 549 students) were sent yellow questionnaires; 1A schools (125 to 239 students) were sent pink questionnaires; and B schools (124 or fewer students) were sent green questionnaires. University Interscholastic League classification of each school was based on 1977 enrollments.

**TABLE I**

RESPONSE TO QUESTIONNAIRE BASED ON SCHOOL ENROLLMENT

<table>
<thead>
<tr>
<th>School Size</th>
<th>Number of Mailed Surveys</th>
<th>Number of High Schools Represented in Survey</th>
<th>Number of Returned Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>53</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>3A</td>
<td>11</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>2A</td>
<td>14</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>1A</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TOTALS</td>
<td>87</td>
<td>81</td>
<td>65</td>
</tr>
</tbody>
</table>

Overall, 74 per cent of the teachers surveyed responded to the questionnaire.
Teaching Experience

Sixty-five teachers responded to the first part of Question A, "Including this year, how many years have you been teaching?" The respondents averaged 11.8 years in the teaching profession. Sixty-one teachers responded to the second part of Question A, "How many years have you taught photography?" The respondents averaged 6.6 years in photography teaching. On the average, photography teachers in Texas have spent 55 per cent of their teaching careers in the teaching of photography.

TABLE II

AVERAGE NUMBER OF YEARS OF TEACHING COMPARED TO THE AVERAGE NUMBER OF YEARS OF PHOTOGRAPHY TEACHING

<table>
<thead>
<tr>
<th>School Size</th>
<th>Number of Teachers Responding</th>
<th>Average Number of Years in Teaching</th>
<th>Average Number of Years in Teaching Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>42</td>
<td>11.0</td>
<td>5.7</td>
</tr>
<tr>
<td>3A</td>
<td>6</td>
<td>13.5</td>
<td>6.0</td>
</tr>
<tr>
<td>2A</td>
<td>10</td>
<td>13.6</td>
<td>7.6</td>
</tr>
<tr>
<td>1A</td>
<td>6</td>
<td>13.8</td>
<td>8.8</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>9.0</td>
<td>3.3</td>
</tr>
<tr>
<td>TOTALS</td>
<td>65</td>
<td>11.8</td>
<td>6.6</td>
</tr>
</tbody>
</table>
Subject Areas Certified

Sixty-five teachers responded to Question B, "In what subject areas are you certified to teach?" Twenty-nine or 45 per cent of the teachers indicated that they were certified to teach industrial arts; eighteen or 27 per cent, English; seventeen or 26 per cent, journalism; twelve or 18 per cent, history; thirteen or 20 per cent, science; seven or 10 per cent, math; and seven or 10 per cent, art. Texas teachers, however, may be certified in more than one field. Twenty-six or 40 per cent of the responding teachers were certified in two fields; seven or 10 per cent in three fields; six or 8 per cent in four or more fields.

Five teachers listed certification in driver education/physical education; three in business; two in vocational trades; and two in printing. Other fields listed were geography, counseling, psychology, Spanish, social studies, and commercial photography.

Educational Background

Sixty-five teachers responded to Question C, "From what college did you receive your undergraduate degree?" Twelve or 18 per cent of the responding teachers indicated that they received their degrees from Southwest Texas State; eight or 12 per cent, Sam Houston State University; seven or 10 per cent, North Texas State University; five or 7 per cent, the University of Texas; five or 7 per cent, Texas
A & I; four or 6 per cent, the University of Houston; two or 3 per cent, Sul Ross; two or 3 per cent, Texas A & M; and two or 3 per cent, Texas Tech. Colleges mentioned only once by the teachers were West Texas State University, East Texas State University, Baylor, Texas Christian University, University of Texas at El Paso, and Howard Payne. Two teachers indicated out-of-state colleges; the University of Oklaragie in Ohio and the University of Wisconsin. (The respondent did not specify a particular campus of the University of Wisconsin.)

Thirty-three or 50 per cent of the teachers who returned the questionnaire responded to the second part of Question C, "From what college did you receive your graduate degree?" Six or 18 per cent responded that they held graduate degrees from Southwest Texas State University; four or 12 per cent from North Texas State University; three or 9 per cent from Texas Tech; two or 6 per cent from East Texas State University; two from Texas A & I, and two from Sul Ross. Other colleges from which teachers indicated receiving graduate degrees were: Lamar, Texas A & M, Southwestern Seminary, University of Texas, Abilene Christian University, Stephen F. Austin, University of Texas at El Paso, Hardin Simmons, Sam Houston State University, University of Houston in Texas.
Three teachers or 9 per cent listed out-of-state schools: University of Wisconsin, University of Oklaragie, Ohio, and Rhode Island School of Design.

One teacher from a 3A high school attached a note to his questionnaire. The note read: "A lack of professional level college courses in this state requires a teacher to go to Rochester Institute of Technology, New York, or Brooks Institute, California."

Photography Education

Sixty-five teachers responded to Question D, "How many college semester hours of photography do you have?" They averaged 7.8 semester hours of photography credit. Fifteen or 23 per cent of the teachers responding indicated that they had had no formal photography education. The percentage of teachers with no formal education in photography was greater in the schools with the smaller enrollments.
TABLE III
AVERAGE NUMBER OF SEMESTER HOURS
OF PHOTOGRAPHY FOR TEACHERS
IN DIFFERENT ENROLLMENT
SITUATIONS

<table>
<thead>
<tr>
<th>School Size</th>
<th>Number of Teachers Responding</th>
<th>Average Semester Hours of Formal Photo Education</th>
<th>Percentage of Teachers With No Photo Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>42</td>
<td>8.1</td>
<td>16.7</td>
</tr>
<tr>
<td>3A</td>
<td>6</td>
<td>6.0</td>
<td>16.6</td>
</tr>
<tr>
<td>2A</td>
<td>10</td>
<td>4.5</td>
<td>40.0</td>
</tr>
<tr>
<td>1A</td>
<td>6</td>
<td>14.5</td>
<td>50.0</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>3.0</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>65</td>
<td>7.8</td>
<td>23.0</td>
</tr>
</tbody>
</table>

The percentages of teachers who had no formal photography education differed by their field of certification. Of the teachers certified to teach journalism, one or 5 per cent had no formal photography education. Those teachers certified in the field of art had the highest number of hours in photography.
### Table IV

**AVERAGE NUMBER OF PHOTOGRAPHY HOURS HELD BY TEACHERS OF DIFFERING CERTIFICATIONS**

<table>
<thead>
<tr>
<th>Field of Certification</th>
<th>Number of Teachers With Certification</th>
<th>Average Number of Hours in Photography</th>
<th>Percentage of Teachers With No Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
<td>29</td>
<td>9.7</td>
<td>13.7</td>
</tr>
<tr>
<td>English</td>
<td>18</td>
<td>7.7</td>
<td>16.6</td>
</tr>
<tr>
<td>Journalism</td>
<td>17</td>
<td>6.1</td>
<td>5.8</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>5.6</td>
<td>30.7</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>5.5</td>
<td>33.3</td>
</tr>
<tr>
<td>Math</td>
<td>7</td>
<td>6.8</td>
<td>28.5</td>
</tr>
<tr>
<td>Art</td>
<td>7</td>
<td>11.5</td>
<td>28.5</td>
</tr>
</tbody>
</table>

Two teachers in 4A high schools who responded to this question indicated that they had taken forty-eight and fifty-one hours of college courses in photography. Since most of the Texas colleges do not offer such a large number of hours in photography and since both teachers had included their names and addresses on the questionnaire, the teachers were written personal letters and asked to explain the nature of their college courses (see Appendix B).

The teacher with fifty-one hours of college photography indicated that his hours consisted of "general photography, basic color, commercial, illustrative, portraiture, photog-
journalism plus the following courses at Winona Institute:
portraiture, advanced portraiture, bridal, small camera
technology, business management, advanced color technology,
also Bill Stockwell and Zellsman Seminars." Bill Stockwell
and Joe Zellsman are wedding photographers who conduct
seminars both nationally and internationally. They specialize
in candid wedding shots.\(^2\) The other photography teacher with
forty-eight hours of college photography described his hours
as follows: "Most of my hours were taken under men that were
in the field at the time they were teaching. One instructor
was owner of five photography color labs, graduate of
MIT Massachusetts Institute of Technology. The second
was a commercial and portrait photographer, owner of the
Work of Art Studio in Houston, Texas."

Fifty-one teachers responded to Question E, "Your
college photography courses were part of what department?"
Twenty-four or 48 per cent of the teachers who had photog-
raphy courses in college indicated that their courses were
part of the industrial arts department; nineteen or 38 per
cent, the journalism department; five or 10 per cent, the
art department; and three or 6 per cent, the photography
department. Other departments listed were science,

\(^2\)Interview with Mrs. Emilie Cunningham, owner of the
Cunningham Studio, Denton, Texas, June 14, 1978. Mrs.
Cunningham indicated that she had participated in the
Stockwell/Zellsman Seminar in Dallas.
graphic arts, commercial photography, and physics. One teacher indicated that his college photography courses were non-departmental. Five or 9 per cent of the teachers responding to Question E indicated more than one department.

Fifty-three teachers responded to Question F, "Were your college courses elective or part of the required course of study?" Twenty-three or 46 per cent of the teachers indicated that their college courses in photography were elective; twenty-one or 42 per cent indicated that their courses were required; and four or 8 per cent indicated that some of their photography courses were required and some were elective.

Sixty-five teachers responded to the first part of Question G, "Have you taken courses in photography since your graduation from college?" Thirty-five or 54 per cent of the teachers indicated that they had taken courses in photography since graduation; thirty or 46 per cent indicated that they had not taken photography courses since graduation.

Of the thirty-five respondents who indicated that they had taken courses in photography since graduation, twenty-three or 66 per cent indicated that the photography instruction had been part of a professional seminar; nineteen or 54 per cent, part of a college class; seven or 20 per cent, part of classes offered by a studio; and three or 9 per cent part of private lessons. Other sources of photography instruction
for these teachers were the United States Air Force, New York Institute of Photography, Nikon school, adult commercial education classes, on-the-job training, experience, and books.

Sixty-five teachers responded to Question H, "Did your school system require that you take additional hours in photography?" Sixty-one or 94 per cent indicated that they were not required by their school systems to take additional hours in photography; four or 6 per cent indicated that they were required to take additional instruction. Of the four teachers required by their school systems to take additional instruction in photography, one had six hours of college credit in photography and was certified in mathematics and physical education; one had nine semester hours and was certified in mathematics and history; one had eighteen hours and was certified in science; one had thirty-six hours and was certified in industrial arts. Three of the teachers taught at 4A high schools and one taught at a 2A high school. Fourteen or 22 per cent of the sixty-five teachers responding to this question had twelve or more hours of photography education.

One photography teacher from a 4A high school explained in detail his situation with the school administration. He was a junior high school science teacher who applied to be reassigned as a high school photography teacher. He wrote,
When I asked to teach photography, I had experience, but no college credit. His questionnaire indicated that he had worked on his college newspaper and yearbook. The superintendent asked if I would be willing to take "some photography courses." He was not specific about how much he expected. I promptly took six hours. Four years later I took the other twelve hours, but this time it was strictly my own decision. No one had ever mentioned that I needed college credit since the original interview when I asked for the reassignment. If I had not taken the courses, I doubt that anyone would have noticed.

The percentage of those teachers required by their school systems to continue their education in photography differed by certification.

TABLE V

<table>
<thead>
<tr>
<th>Certification</th>
<th>Percentage of Teachers Required To Continue Photo Education</th>
<th>Percentage of Teachers Not Required To Continue Photo Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Arts</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Journalism</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>History</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>English</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>98</td>
</tr>
</tbody>
</table>
Sixty-four teachers responded to Question I, "Do you plan to take any photography courses in the near future?" Thirty-two or 50 per cent indicated that they planned to take additional photography instruction; twenty-eight or 44 per cent indicated that they did not; and four or 6 per cent were undecided. One teacher did not respond to the question. Of those teachers who said that they planned to further their education, eight or 15 per cent indicated that they would study color techniques at Amarillo Junior College, Texas Tech, Winona Institute of Photography, Lee College in Baytown, or San Antonio College; six or 11 per cent indicated that they would attend advanced photography seminars in Dallas; five or 9 per cent would pursue their photography education as an advanced degree. Three teachers specified a particular college: University of Texas in the Permian Basin, University of Houston, and Texas Tech. One teacher indicated that he would attend Ansel Adams Photography Seminar in Yosemite National Park. Of those twenty-eight teachers who indicated that they did not plan to take any photography courses in the near future, four had had twelve or more hours of formal photography education. The twenty-eight teachers averaged seven hours of formal photography education.

In their decision as to whether or not continue their photography education, the teachers differed by certification.
Sixteen or 55 per cent of the industrial arts teachers planned to continue their photography education while seven or 100 per cent of the art teachers had decided to continue their photography education.

**TABLE VI**  
**TEACHERS WHO PLAN TO CONTINUE PHOTOGRAPHY EDUCATION**

<table>
<thead>
<tr>
<th>Certification</th>
<th>Percentage Who Plan To Continue Photography Education</th>
<th>Percentage Who Do Not Plan To Continue Photo Education</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial arts</td>
<td>55</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>Journalism</td>
<td>44</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
<td>44</td>
<td>0</td>
</tr>
<tr>
<td>History</td>
<td>50</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>80</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Art</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>66</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>36</td>
<td>64</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional Background**

Sixty-three teachers responded to Question J, "Do you have any professional experience?" Thirty-six or 57 per cent indicated that they had some professional experience; twenty-seven or 43 per cent had no professional experience. Of the thirty-six teachers who had professional experience
in photography, ten or 27 per cent were free lance photographers; six or 16 per cent were wedding photographers; four or 11 per cent owned or operated photography studios; three or 8 per cent were portrait photographers; three or 8 per cent were photographers for the armed forces; two or 6 per cent were newspaper photographers; two or 6 per cent were involved in the printing industry. One teacher indicated that he owned a camera shop; one had upon one occasion been a *Playboy* cover photographer; one handled public relations accounts; one handled industrial accounts; and one listed college publications as professional experience. Twelve or 42 per cent of the teachers who did not plan to further their photography education in the near future had had some professional experience; sixteen or 58 per cent had had no professional experience. Whether or not a teacher had had professional experience differed with the certification the teacher held.
TABLE VII

PROFESSIONAL EXPERIENCE OF PHOTOGRAPHY TEACHERS
BY CERTIFICATION

<table>
<thead>
<tr>
<th>Certification</th>
<th>Percentage of Teachers With Experience</th>
<th>Percentage of Teachers With No Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial arts</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>English</td>
<td>72</td>
<td>23</td>
</tr>
<tr>
<td>Journalism</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>Science</td>
<td>63</td>
<td>37</td>
</tr>
<tr>
<td>History</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>Art</td>
<td>83</td>
<td>17</td>
</tr>
</tbody>
</table>

Program Description

Sixty-three of the sixty-five teachers who returned the questionnaire answered the second portion concerning their photography programs. Fifty-seven or 90 per cent of the respondents indicated that their photography class dealt with basic photography. Thirty-six or 57 per cent indicated that all grade levels could enroll in the class. Although Texas high schools sometimes house grades nine through twelve, the Texas Education Agency specifies that Photography I be taught to grades ten through twelve.³

Thirty-five or 55 per cent of the responding teachers indicated that photography was taught on two levels: Photography I and II. One respondent indicated that he taught a Photography II class involved in independent study. Thirty-one or 49 per cent indicated that the adviser in charge of school publications handled photography for the publications. Twenty-four or 42 per cent indicated that photography was offered as a one-quarter or one-semester course. Twenty-four or 38 per cent said that the photography budget was part of the industrial arts department and that color photography was taught to advanced photography students. Twenty-two or 34 per cent indicated that the photography class supplied school publications with pictures. Eighteen or 28 per cent indicated that photography was an extracurricular activity. The same number, eighteen or 28 per cent, indicated that in order to receive credit for photography a student must take photography for a full year.
### TABLE VIII
**DESCRIPTION OF PHOTOGRAPHY PROGRAMS BY ENROLLMENTS**

<table>
<thead>
<tr>
<th>Statement Describing Photography Program</th>
<th>Number of Programs to Which Statement Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4A (40)*</td>
</tr>
<tr>
<td>1. Photography is an extra-curricular activity.</td>
<td>12</td>
</tr>
<tr>
<td>2. Photography is taught on two levels: Photography I and Photography II.</td>
<td>24</td>
</tr>
<tr>
<td>3. Photography is offered as a one-quarter or one-semester course.</td>
<td>20</td>
</tr>
<tr>
<td>4. In order to receive credit for photography, a student must take it for a full year.</td>
<td>10</td>
</tr>
<tr>
<td>5. All grade levels can enroll in the class.</td>
<td>25</td>
</tr>
<tr>
<td>6. The photography class teaches basic photography.</td>
<td>35</td>
</tr>
<tr>
<td>7. The photography class supplies school publications with pictures.</td>
<td>10</td>
</tr>
<tr>
<td>8. The photography budget is part of the industrial arts budget.</td>
<td>17</td>
</tr>
<tr>
<td>9. The adviser in charge of the school publications handles photography for the publications.</td>
<td>19</td>
</tr>
<tr>
<td>10. Color photography is taught to advanced photography students.</td>
<td>14</td>
</tr>
</tbody>
</table>

* Number of responses to questionnaire.
Sixty-one teachers responded to the question, "How many students are enrolled in the photography program at your school?" These sixty-one teachers taught a combined total of 4,566 students. The same teachers indicated that they taught a total of 183 separate photography classes, giving each teacher an average of three classes of photography a day. The average number of students to a class was twenty-five. The 4A high schools carried the bulk of the photography students.

**TABLE IX**

**PHOTOGRAPHY CLASS SIZE BY SCHOOL ENROLLMENT**

<table>
<thead>
<tr>
<th>School Size</th>
<th>Number of Photography Students</th>
<th>Number of Photography Classes</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>3,492</td>
<td>128</td>
<td>27</td>
</tr>
<tr>
<td>3A</td>
<td>303</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>2A</td>
<td>255</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>1A</td>
<td>504</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>4,566</strong></td>
<td><strong>183</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

**Teacher Comments**

The comment section of the photography questionnaire yielded a variety of comments from teachers who used this
section to further describe their photography programs, to describe variations in their programs, to point out the limitations to their programs, or to describe their programs as they pertained to the journalism department. Teacher responses to this section provided a detailed look at the photography programs as they exist throughout the state. Thirty-six or 55 per cent of the teachers who returned the questionnaire supplemented their responses by completing the comment section of the questionnaire.

One teacher in a 4A high school explained that Photography I consisted of three quarters of black and white photography; Photography II, three quarters of color photography; and Photography III, three quarters of special activities in color for which the student receives local credit only. The word "level" in Statement 2 (see Appendix A), "Photography is taught on two levels: Photography I and Photography II," was clarified in the comment section by one teacher in a 4A high school: "I teach photography with three levels in black and white photography (three quarters) and three levels of color photography (three quarters)."

One teacher in a 2A school further described the situation in his school: "Students may take photography on a quarterly basis as well as annually." One teacher in a 4A high school said that his program was designed to cover a full year for the interested student, but that his school had pioneered a one-quarter "basic, basic" course, which he concluded had not proven satisfactory.
Two teachers from 4A high schools described their programs in terms of what types of photography were taught. One wrote, "We offer three units of photography: the first, technical-mechanical, is a pre-requisite to the other two, creative photography and photojournalism. Students may take one, two, or three units." The other teacher described a photography course limited to two quarters. "Photography is taught for two quarters as black and white. The advanced courses are black and white plus colored slides, colored negatives, and prints. Photographs from the class are treated as a special unit in the school annual." One teacher from a 2A school said that his photography courses were in no way connected to the journalism department or the publications. "Our photo course is a three-quarter course, and part of industrial arts. Although I oversee the photographers for journalism (annual and newspaper), they work in a separate darkroom and are not required to take a course in photography. Texas Education Agency guidelines state that only students in grades ten through twelve may take photography as part of industrial arts."

If the number of quarters or semesters that photography was taught differed among the schools, so did the ways in which teachers said they presented the subject to their students. Two teachers described their photography programs in terms of art. One teacher from a 4A school wrote, "I
support photography as a fine art expressive tool to communicate. To gain access to National Scholastics and other shows, I chose the art department. Compositional aid and visual awareness seem more important than any profit gained by approaching photography as a vocational or industrial function. Becoming a photo artist first, then a recorder, seems to work with my people very well, as well as change their concept of visual arts." The other teacher was brief: "It [photography] is taught as an art form.

Three other teachers described their programs as being a part of an industrial arts program. One teacher in a 4A high school said that photography was a vocational subject, taught to tenth-, eleventh-, and twelfth-grade students. "The students take the course each quarter for three years. Each class is two periods long (two hours and forty-five minutes)." Another teacher said that he did not have a photography class, but taught darkroom procedures to all of his printing classes. Another teacher in a 1A school emphasized that the program he described was a graphic arts program. He marked through all references to "photography" on the questionnaire and substituted "graphic arts." In the comment section, the teacher explained how his program operated:

Our Graphic Arts is a class for local credit only. The class produces and prints both the school newspaper and the yearbook. The class also binds the yearbooks. Our publications include fifty to sixty full-color pictures each year.
Students make the pictures, develop the negatives, separate the colors, and print the pictures. Absolutely none of our work is done commercially. Photographers have won over one hundred Individual Achievement Award medals from the state ILPC/Interscholastic League Press Conference during the past thirteen years.

Two teachers, from schools smaller than 4A, said that the variations in their photography programs were the results of their own experience or lack of it. One teacher from a 2A school explained that photography was a hobby. "I know chemistry and physics," he said, "therefore, I feel competent in various technical aspects. However, I am weak in art appreciation and composition." This teacher explained that he supplemented his knowledge with various publications. "I have nearly all the Kodak publications and use their slide programs extensively for teaching art and various techniques. I took four different photography magazines and use articles in my class from these publications."

An industrial arts-certified teacher in a 3A high school explained that his training in industrial arts had produced an unusual photography class. "My photo department is run as a photography studio supplying the needed school services. As a result, the program is completely funded; the students are not required to supply anything."

Some teachers used the comment section to describe what they called limitations to their programs. One teacher in a 4A school explained that although his program was limited by inadequate laboratory facilities, this situation would be
corrected in the summer of 1978 with the completion of a new laboratory. Another teacher in a 2A situation expressed the same limitations to his program, but with no possibility for relief. "The size of all photography classes is limited due to the size of darkroom and the amount of equipment," he said.

Three teachers--all from 4A high schools--stated that they had little support from their administrations and that they lacked adequate equipment as well. One teacher explained, "The administration and the counselors feel I must have a class of over fifteen students to justify a class. We have a tiny darkroom with two enlargers. Consequently, the student is assigned one day every two weeks in the lab." Another teacher wrote about counseling problems, "Only eleventh and twelfth graders may take the course. The enrollment usually is fifty to sixty-five with four to five classes. There were some problems with a counselor last year which cut enrollment this year. He listed his enrollment as thirty-five students. Because of an unwilling administration, the budget will probably not be enough for more than four classes next year. Main problem--lack of money and support." The other teacher suggested, "More support for photography is needed to help increase lab space and improve the quality of equipment."

Another teacher mentioned scheduling as a limitation to his photography program. In order to clarify his response
to Statement 4, "In order to receive credit for photography, a student must take it for a full year," he wrote in the comment section: "Students are supposed to get credit only when and if one full year is completed, but counselors put students in photography for one, two, or three quarters, often because there is nothing else to offer for so short a time."

Responses from journalism teachers who taught photography to supplement their publications were varied and acetic. Their situations were different in that the number of classes they taught was limited to one or two (one teacher taught five) and the general tone of their responses in the comment section was one of displeasure. One teacher in a 4A high school summed up the general attitude of the journalism teachers toward photography. He wrote, "The reason I teach photography is that the only photo equipment in this school belongs to the yearbook which I sponsor."

Some of the teachers had at least one class for training photographers; some did not. "Photography is part of the yearbook. I teach it to a few a year. We do not have a formal photography class," one teacher in a 1A school wrote. Another from a 4A school said, "Photography -- at my choice -- is taught as a twelve-week course in Journalism I. Tenth-through twelfth-grade students are eligible." Another teacher in a 4A high school wrote, "We offer photography only as photojournalism. I give assignments, but do not teach a course."
Journalism teachers who did have formal photography courses were interested in their publications as well as their photography classes. One teacher from a 4A school said that basic photography was taught in Photography I and that students enrolled in Photography II were staff photographers. He wrote that this situation "has simplified our publications, since we can 'grow' our own photographers."

Another teacher in a 4A high school did not have a formal photography class, but instead considered photography as part of the yearbook class. "I am the yearbook sponsor (which is a class), therefore, I teach a few students to take pictures and process (only in black and white). They receive credit for annual staff only. As such we have no photography program." One teacher in a 1A school had a simple explanation for her situation: "I am the sponsor of the yearbook, so therefore, my photo classes supply pictures for it." A journalism teacher from a 2A high school with one class of photography explained that his photography class was a one-quarter course in basic photography and that most of the work was done with 35mm cameras and one enlarger. He said that the newspaper and yearbook staff members were given some basic photography. One teacher in a 4A high school was selective with his photography class. He said that staff photographers did the publication pictures and that photography classes were
separate and limited to twelve students per class. "Enrollment," he said, "is with teacher's permission."

The comments from one teacher in a 4A high school were complete and based on what she said was twenty years of experience in sponsoring a yearbook. She explained that her photography program, which consisted of five classes and over a hundred students, included a Photography I course that students could take for one, two, or three quarters. She explained, "We do not have Photography II. When it is established, I'm sure color photography will be included.... There has not been enough demand for the addition of Photography II. The facilities are inadequate now for additional offerings."

The story told by a teacher with forty-one years of teaching experience added insight into the problems of journalism teachers who teach photography:

I inherited the job of teaching photography when no teacher was available. I did not want the classes discontinued because the training was good for the students who decided to work on one of the publications. My background includes workshops, seminars, professional advice, and many years of interest and involvement in photography because I have sponsored the yearbook for more than twenty years. I have studied many publications and have acquired knowledge and practice for basic photography. Photography is placed in the industrial arts department. I have an allotment for instruction for my department. The students used to pay fees (five dollars per term when semesters were in), but now we can't ask for fees. Money is requisitioned for cameras and other equipment.
In some high schools, the journalism department maintains a small staff of photographers, but the actual classes in photography are taught by the industrial arts teacher. One journalism teacher from a 4A school typified this situation. He wrote, "Staff photographers on the newspaper and annual take, develop, and print all pictures. Some photography is taught under the vocational printing programs. However, I train all the journalism photographers."

In a 2A school, the industrial arts teacher dealt with photography for the publications by training the photographers himself. "I furnish photographers for the annual. After I have them, the staff picks one or two to carry on their work." He did not, however, mention whether his photography classes helped with producing the pictures for the school publications.

Because the above situation exists in the high school, two teachers were prompted to use the comment section to comment specifically on the certification process for photography teachers. One teacher from a 4A high school wrote, "Photography should be a special program apart from industrial arts; the state needs to clear up the mess on certification." The other teacher, from a 3A high school, expressed the desire for this study to encourage the state to adopt a new photography text. He added, "Photography needs to be in a photojournalism area and not industrial arts."
Summary

The average photography teacher in Texas is either an industrial arts teacher or an English-journalism teacher with 11.8 years in the teaching profession; 6.6 of those years have been spent in photography education. Most likely, he received his undergraduate degree and his graduate degree from either Southwest Texas State University, University of Texas, North Texas State University, Texas A & I, or University of Houston. He is more likely to be a graduate of a Texas college or university than a graduate of an out-of-state college or university and he has studied eight semester hours of college photography. His photography hours were part of his elective training in the industrial arts department. His photography education was mainly his choice, and he has furthered his education in photography since his graduation by attending professional seminars. The school system for which he works did not require that he make up any deficiency in photography hours, but he does plan to continue his education along those lines. He has had some professional experience mainly as a free lance photographer. His photography classes, budgeted for by the industrial arts department, deal mainly with basic photography, but usually are divided into two levels: Photography I and II. Photography I and II are taught either as one-, two-, or three-quarter courses for one or two semesters. He teaches
all grades, ten through twelve, and only seldom helps with the photography for the school publications. Approximately 50 per cent of his day (three classes) is devoted to photography. His classes average twenty-five students, and his main problems are money and administrative support.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to determine whether the industrial arts-certified photography teacher at the secondary level in the state of Texas was qualified to handle the instruction of photography.

Answers to Question 1, "Is photography instruction the duty of a teacher certified in industrial arts in the majority of Texas high schools?" revealed that the majority of photography teachers are not certified in industrial arts. In fact, only 45 per cent are certified in industrial arts. If the numbers of teachers certified in English and journalism (usually the certification held by newspaper and yearbook sponsors) were combined, 53 per cent of the photography teachers in Texas would be certified in one or both of these two fields.

Answers to Question 2, "Is photography instruction limited to two classes a day in the majority of Texas high schools where photography is taught?" revealed that photography teachers in Texas average three classes of photography a day. Although this is not a full load for a classroom teacher, it does indicate that for some teachers in Texas
high schools photography is more than an extracurricular activity.

Answers to Question 3, "Are photography classes taught solely for the purpose of producing photographs for the school publications in the majority of Texas high schools where photography is taught?" revealed that 34 per cent of the photography teachers have photography classes that supply school publications with pictures. Forty-one per cent indicated that the adviser in charge of the school publications handled photography for the publications. In some cases, this could indicate that photography and journalism departments across the state are duplicating the students' education in photography. Since this survey did not take into consideration journalism teachers who teach photography as part of their journalism class, photography education programs could be duplicated in many high schools throughout Texas.

Questions to Question 4, "Have the majority of certified industrial arts teachers, when hired to teach photography, had courses in photography or professional experience in photography?" revealed that 23 per cent of the teachers responding indicated that they had had no formal photography education. The photography teachers averaged eight semester hours of photography credit. Although this number is shy of the twelve hours the Southern Association
of Schools and Colleges required for teachers whose major portion of the day is spent with a subject, it does indicate that the majority of the photography teachers in Texas do have some training in the field. Industrial arts-certified teachers had an average of ten semester hours of photography education. The study showed that the majority of photography teachers in Texas had some professional experience; 57 per cent of those responding indicated that they had had some professional experience. Of the industrial arts-certified teachers, 59 per cent indicated that they had had some professional experience.

Answers to Question 5, "In the majority of Texas high schools where photography is taught, are industrial arts-certified photography teachers required to further their education in photography?" revealed that 96 per cent of the teachers who taught photography were not required to continue their photography education.

Answers to Question 6, "In the majority of Texas high schools where photography is taught, do industrial arts-certified photography teachers plan to further their education in photography?" revealed that 55 per cent of the industrial arts-certified photography teachers plan to continue their photography education; 37 per cent did not plan to continue their education; and 8 per cent were undecided. Overall, 50 per cent of the photography teachers indicated that they planned to continue their photography education;
44 per cent indicated they did not plan to continue their photography education and 6 per cent were undecided. Teachers who indicated that they planned to further their education said they planned to do so in the field of color photography.

Conclusions

The findings of this study make it possible to conclude the following about the photography teacher in the Texas high school.

1. Photography education in Texas is mainly the responsibility of a teacher who possesses only a minimal education in photography. The majority of photography teachers in Texas are inadequately prepared to teach photography. The Southern Association of Schools and Colleges requires a teacher to have a minimum of twelve college hours in any subject which he teaches.\(^1\) When hired to teach photography, teachers in Texas have only two thirds of the needed background: eight semester hours.

Although one of the questions of the study was whether photography teachers were adequately trained when hired to fill the photography position, the instrument fell short in providing a complete answer. No question on the questionnaire required the photography teacher to differentiate between education received prior to employment as a

photography teacher and education and professional experience received after employment. The answers by the responding teachers would make it easy to assume that the majority of the teachers believed that this question pertained to education prior to employment, but there is no way of determining whether the teachers responded in a like manner concerning their professional experience.

2. Most of the photography teachers' post-graduate education in photography was received from workshops and professional seminars, not from college classes.

3. Some school administrators adhered to the state requirement that photography positions be filled by industrial arts-certified teachers, regardless of the teacher's professional or educational background. Once school administrators have satisfied the state requirement that photography instructors have an industrial arts certification, the administrators do not require these teachers to supplement their photography education with additional college study.

4. Teachers required to return to school for additional training in photography were teachers certified in a field other than industrial arts and generally had more college hours in photography than the industrial arts-certified teacher.
5. Most of the photography teachers continued their education in order to gain a working knowledge of color photography.

6. The majority of photography teachers have taught photography for 50 per cent of their total teaching careers. This suggests that with the development of a photography program in the high school, teachers were drafted from other departments--industrial arts, journalism, English, science, physical education--to fill the position of photography teacher.

The findings of this study make it possible to conclude the following about the photography program in the Texas high school.

1. Photography education is not merely an extracurricular activity in the Texas high school, but, in fact, is a full-time activity for the majority of Texas high schools.

2. The larger the high school, the more advanced the photography curriculum and the more levels of photography taught. Unfortunately, the photography teacher's education does not increase with the size of the school's enrollment or the size of the photography program.

3. The smaller the school, the more often the adviser of the publications is called upon to handle the photography class.
4. Because of the state requirement that photography can be taught as a one-, two-, or three-quarter course, many school systems use photography as a "filler" elective, an elective used to round out a student's schedule to three equal quarters. Although this may well serve the school administrators and counselors, the student, the teacher, and the photography program suffer because of the administrative attitude that the photography courses are flexible and, therefore, expendable.

5. Photography is a stepchild to both the high school's industrial arts and journalism departments. It has no place of its own in the high school curriculum.

6. Photography education consists largely of basic instruction in the field, with little or no emphasis on color photography or specialized photography.

7. Because photography falls under the industrial arts department, photography education is more technical than artistic, placing more emphasis on the laboratory processes than the recording of events or the capturing of a mood. The industrial arts photography program concentrates on the technical side of photography; the journalism photography program concentrates on producing photographs for publication.

Recommendations to the Texas Education Agency

Like English teachers who are selected to sponsor the school newspaper and yearbook because they were once enrolled
in a beginning college journalism class, industrial arts teachers are being called upon to teach photography because their college degree plan could have included (but usually did not) a photography course. Journalism teachers, however, have gained a certification in the field of journalism. Photography teachers have not, because, unfortunately, many school systems and the Texas Education Agency have not decided to which department photography belongs. Should the journalism teacher with three college hours of photojournalism teach the class? Or should the industrial arts teacher with three college hours in basic photography be given the job? The state should first decide where photography education belongs within the system, whether it should be taught as a vocation, as an art form, or as photojournalism. After having made that decision, the state should upgrade requirements for certifying photography teachers, and thereby, upgrade the quality of photography education the student receives. The quality of the education a student receives depends upon the quality of the teacher; the quality of the teacher depends on his education and professional background in his teaching field.

Photography education in Texas is experiencing growing pains, and like all growing things, it has its awkward moments. Photography is technically, according to state regulations, part of the industrial arts programs across the
state, but realistically, photography classes and instruction exist in some high schools as part of the journalism, art, or even science departments. In many situations, photography exists only because the newspaper and/or yearbook sponsor cannot publish without photographs.

Why, then, does the Texas Education Agency require that teachers be certified in industrial arts in order to teach photography? Although photography is listed by the state agency as graphic arts and most of the instruction is aimed at teaching the technical side of photography, students most dependent upon photography instruction are concerned with photojournalism or photography as an art form.

If, however, the state should continue to require industrial arts-certified teachers to teach photography, the schools and colleges training industrial arts teachers might consider offering a curriculum designed to include a larger number of photography courses. Journalism departments across the state might also require a greater number of photography courses for those students seeking certification in journalism.

Since photography is such a specialized field, the state might consider not requiring a specific certification. This would give administrators in charge of hiring for a school district the opportunity to hire a history-certified teacher whose main hobby is photography, or a professional
portrait photographer who might have a certification in art, journalism, or science. By expanding the number of certifications allowable or by not requiring a certification for teaching photography, the state might find that it is capable of acquiring better trained photography teachers.

Art, journalism, and photography are considered forms of communication. Woodshop, drafting, and metal working are not necessarily considered forms of communication. If the state continues to require that photography be part of the industrial arts program, it is limiting the role of a form of communication. By allowing the photography program in Texas to break away from the industrial arts sequence, the state will have created a whole new concept in communication education. Photography, when linked with art and journalism, could provide students with unlimited opportunities: film making, portrait photography, photojournalism, commercial photography, advertising photography. Although these forms of photography are taught in the vocational photography programs, the opportunity for photography to reach the student not interested in vocational training is still limited. By including photography as part of a communication department in each high school, photography education could find its own place in the Texas education system.

Although it seems that school publications would be the ones most likely to benefit from the inclusion of
photography in a communication program, photography education deserves a place of its own. It should be more than a lackey for the school newspaper and yearbook. However, if photography programs and journalism departments do not work together, the school may find itself duplicating the student's experience and education. At present, the photography education that a student receives in a Texas high school may be adequate at best, and in some cases, poor because of the inexperience or lack of education of the teacher. The ideal situation for non-vocational photography would be to work with the journalism departments so that the students could have a showcase for their products. Journalism teachers who handle photography for their publications might find it helpful to also be able to relinquish the photography duties to a photography teacher who could handle the most expensive and technical end of a high school publication.

In summary, this study recommends that the Texas Education Agency

1. Reevaluate the necessity of industrial arts certification for photography teachers,

2. Require schools and colleges training industrial arts and journalism teachers to expand their curricula in photography education,

3. Require school administrators to hire only teachers possessing a photography education and/or professional experience,
4. Evaluate the possibility of providing departments of communication within each secondary school that houses both journalism and photography programs.

5. Petition the Southern Association of Schools and Colleges to establish photography as a special class not requiring special certification.

6. Rewrite the curriculum for photography, expanding to three the number of quarters that it can be taught. By making photography a full-year elective, it could include instruction in both basic laboratory processes and photojournalism.

Recommendations for Further Study

The following areas for further study are recommended.

1. **Photography/Journalism Teacher Relations**: An examination of the situation between journalism advisers and photography teachers where both exist in the same school. What are the journalism advisers' attitudes toward photography? Do they teach photography in their classes? What are photography teachers' attitudes toward journalism education? Do they teach photojournalism in their classes?

2. **Photography Workshop System**: An examination of the photography workshop system that exists in the state. Is the system adequate for training teachers? What do photography teachers lack in the way of photography education?
3. **Curriculum Development**: The writing of a curriculum for photography that would include a twelve-week (one quarter), a twenty-four-week (two quarters), and thirty-six week (three quarters) course in photography.
APPENDIX A

January 5, 1978

Dear Fellow Teacher:

In partial fulfillment of the requirements for a master's degree in journalism from North Texas State University, I must complete a thesis; and I have chosen photography teachers, like yourself, as the topic of my study.

The attached questionnaire, when completed, should give me information about the photography program in your school and about your personal background. The information should provide a good description of the photography program in Texas and recommendations for improving the program. Since your name is not included on the questionnaire, all information will be confidential.

I would greatly appreciate it if you would complete the form and return it to me in the enclosed, self-addressed stamped envelope by February 1. I understand that your time is a precious commodity, but I think the results of the survey should benefit both us and our students.

Thank you so much for your cooperation and for sharing your valuable time with me.

Sincerely,

Theresa Cleer
Publications Adviser
Lamar High School
Arlington, Texas
PHOTOGRAPHY SURVEY

I. Personal background:

a. Including this year, how many years have you been teaching? _____ How many years have you taught photography? _____

b. In what subject areas are you certified to teach? Check the appropriate blanks:

___ industrial arts ___ history ___ art
___ journalism ___ English ___ science
___ mathematics ___ Other (Specify: ____)

c. From what college did you receive your undergraduate degree? College __________________________

State ____________ Your graduate degree?

College _______________ State _____________

d. How many college semester hours of photography do you have? _____ semester hours credit

e. Your college photography courses were part of what department?

___ industrial arts ___ art
___ journalism ___ Other (Specify: ____)

f. Were your college courses elective? ____ or part of the required course of study? ____ (check one)

g. Have you taken courses in photography since your graduation? Yes ____ No ____
If yes, check those blanks below which describe the source of your instruction:

___ college courses  ___ private lessons
___ professional seminars  ___ classes offered by a studio
___ Other (Specify: ___)

h. Did your school system require that you take additional hours in photography?  ___ Yes  ___ No

i. Do you plan to take any photography courses in the near future?  ___ Yes  ___ No  If yes, what kind of courses will you take?  ____________________________
   Where?  ____________________________

j. Do you have any professional experience in photography?  ___ Yes  ___ No  If yes, please describe the type and amount of experience:  ____________________________

II. Photography Program:

Please check those statements that apply to your school's photography program. If none of these statements applies adequately, please feel free to comment below in the space provided.

___ 1. Photography is an extra-curricular activity.

___ 2. Photography is taught on two levels: Photography I and Photography II.

___ 3. Photography is offered as a one-quarter or one-semester course.

___ 4. In order to receive credit for photography, a student must take it for a full year.
5. All grade levels can enroll in the class.
6. The photography class teaches basic photography.
7. The photography class supplies school publications with pictures.
8. The photography budget is part of the industrial arts budget.
9. The adviser in charge of school publications handles photography for the publications.
10. Color photography is taught to advanced photography students.

How many students are enrolled in the photography program at your school? ______ How many classes of photography do you teach? ______ Is this a high school or a junior high school program? ________________

Comments: ___________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
APPENDIX B

April 15, 1978

Dear Sir:

I want to thank you so much for taking your time to return the photography survey I sent to you in February. It was a great help. I am near the completion of my thesis and have found that you can come to my aid once again. My major professor has asked that I get some in-depth responses from the photography teachers who answered the survey. If you could take just a minute and answer the following questions, I would be forever indebted.

1. Were you hired as a photography teacher or did you come into the position after serving in some other field?
2. Did you consider yourself well-trained for the photography position when you took it over?
3. Could you please describe for me the nature of your college hours in photography?
4. What are your main problems as a photography teacher?

Thank you so much for helping me with this matter. I am enclosing a self-addressed envelope for your convenience. Again, I cannot express how grateful I am for you taking the extra time to help.

Sincerely,

Theresa Cloer
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