

WHAT SHALL WE DO ABOUT THAT CHAPTER ON
PHOTOGRAPHY?

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In view of the fact that nearly every text book on general inorganic chemistry contains more material than can be satisfactorily covered in the prescribed time, some of the material must be omitted. In deciding what material to use we feel that those subjects or phases of a subject should be taught which are (1) most commonly used or encountered, (2) most interesting and successfully mastered, and (3) most closely correlated to other subject matter in the curriculum.

If those statements be true, the chapter on photography has been unjustly dealt with in many instances. Examples of photography are daily making up larger and larger portions of our newspapers, magazines, and books, and one must not overlook the fact that motion pictures are photographs.

Photography is surely as interesting and as easily mastered as an understanding of Charles's and Boyle's laws. The relationships between photography and physics (lenses, light, filters, depth of focus, metric system), art (composition, distribution of masses, elimination or emphasis of detail), chemistry (development, compounding of formulae, reduction, intensification, common ion effect), journalism (news stories, year book snapshots) and teaching (lantern slides, copied pictures) is too apparent to need further attention.

The acquisition of entertaining, helpful, or at least harmless hobbies is something we as teachers are urged to encourage. Photography seems to meet the requirements of a fascinating and not too costly a hobby. We feel that the chapter on photography should be taught, and possibly where circumstances and enthusiasms permit, emphasized.