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A Partial Study of Graphic Arts Instruction in the Junior High Schools of Illinois

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A PARTIAL STUDY OF
GRAPHIC ARTS INSTRUCTION
IN THE JUNIOR HIGH
SCHOOLS OF ILLINOIS

A PARTIAL STUDY OF
GRAPHIC ARTS INSTRUCTION IN THE JUNIOR HIGH
SCHOOLS OF ILLINOIS

By

B. H. FRANKLIN

Submitted in partial fulfillment of the Requirements

for the Degree

Master of Science in Education

EASTERN ILLINOIS STATE COLLEGE

1956

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I. INTRODUCTION

In the State of Illinois a number of junior high schools teach graphic arts as a part of their industrial arts program. Answers to the following questions would be valuable in advancing the program of graphic arts in the junior high school and of assistance to the graphic arts instructors in planning their instructional programs. "What should be included in the junior high area of graphic arts?" "Should it include areas which are taught in the senior high school?" "Should it overlap in certain areas the instructional program of the senior high school or should it include areas which are not ordinarily taught in that school?"

Many administrators see the need for coordinating the elementary and high school programs of industrial arts as a continuous program to eliminate the gaps and laps which have existed under different organization. Community unit superintendents and other administrators have experienced difficulty in finding pertinent, usable information on how to improve industrial arts programs at this level. There is relatively little published material available upon which these administrators can draw. This lack of ready information has sometimes resulted in the establishment or continuance of traditional "manual training" programs. The increased emphasis upon industrial arts at the elementary level is comparatively new to the whole educational picture. As a result, there is some lack of agreement among teachers and administrators as to what should be offered in such a program. 1

Industrial Education, Industrial Arts in Grades Seven and Eight, Series A*Bulletin No. 140 pp. 10 - 11 July 1953
State of Illinois Board of Vocational Education, Springfield, Ill.

Much has been written pertaining to the subject matter of a senior high school graphic arts program. Very little, if anything has been written about the content of graphic arts in the junior high school. Since more and more schools are adding graphic arts to their industrial arts curriculum, it seemed pertinent to investigate the situation in Illinois with the thought that definite information of a constructive nature might be obtained.

II. THE PURPOSE OF STUDY

The purpose of the study was to find out what areas of graphic arts are being taught in the junior high school of Illinois, on what grade levels the different areas are being taught, and the approximate amount of time being devoted to each area.

III. PRELIMINARY PROCEDURE

A letter sent to the State Office of Vocational Education in Springfield requesting a list of the junior high schools offering printing and the instructor's name in each school provided the information that such a list was not available. It was suggested that a list of the junior high schools be compiled from the Illinois

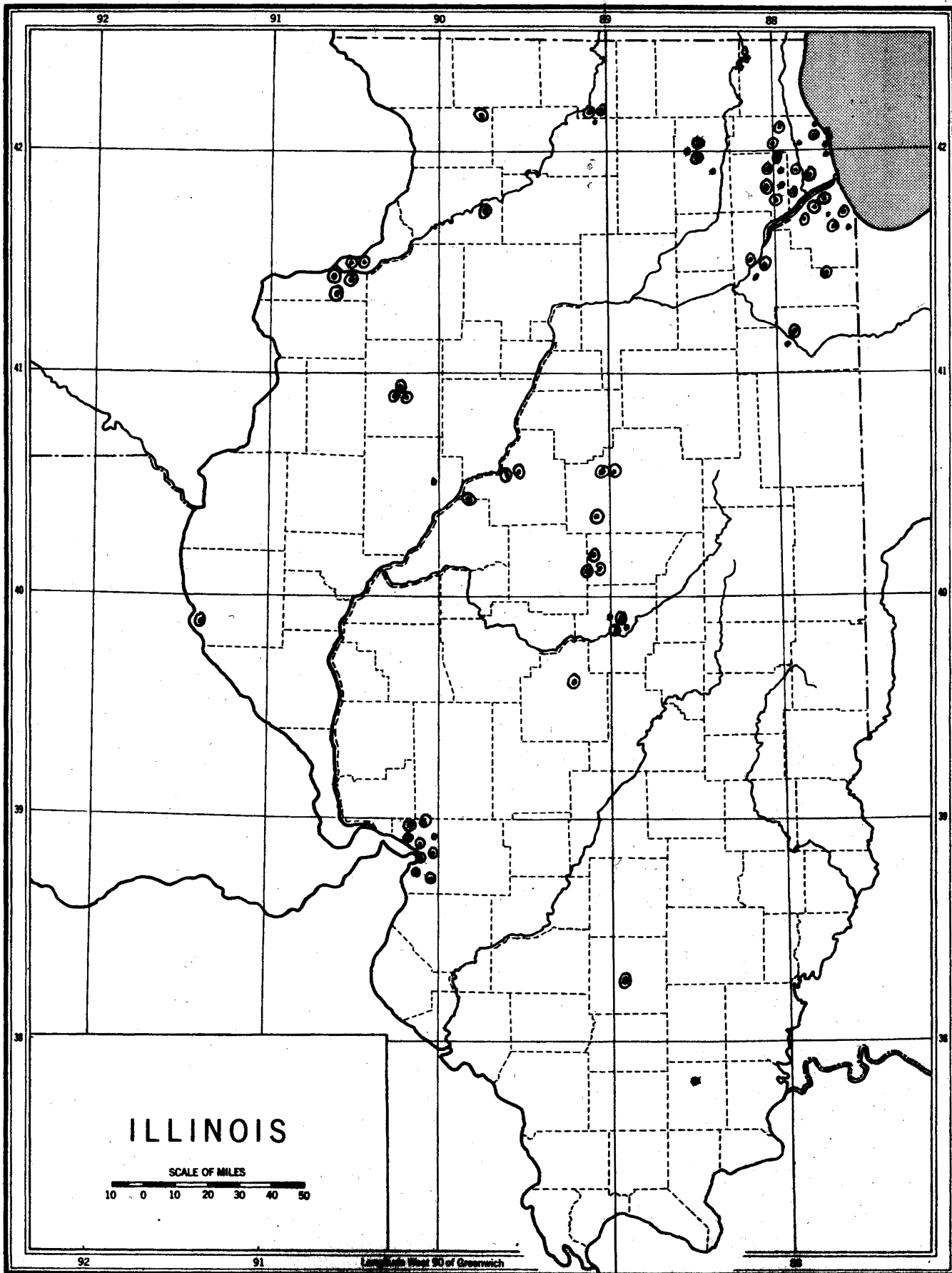
School Directory; also that a letter to each county superintendent for this information might be another available source.

After considering the problem, it was decided that the simplest and quickest method of compiling the list would be to consult the Illinois School Directory.

The Illinois School Directory had 239 junior high schools listed with the number of teachers. The smaller schools which had less than 20 teachers were eliminated for this purpose, the thought being that the smaller schools would in all probability not have the physical plant nor the teaching personnel for graphic arts. In addition to this list of schools, additional names were secured from "The Survey of Graphic Arts Education in Schools and Colleges of the United States," conducted jointly by the "Education Council of the Graphic Arts Industries, Inc." which lists schools and instructors teaching graphic arts in the State of Illinois. From these two sources a list was compiled of the names of apparent graphic arts instructors and of administrators of those schools that might have a large enough teaching staff to include graphic arts as a part of their industrial arts program. A questionnaire was constructed

(Appendix Part A) and mailed to the administrators marked, "Attention Ind. Arts Dept." Of the 239 junior high schools listed in the Illinois School Directory there were 61 that had a teaching staff of 20 or more teachers. From the Survey of Graphic Arts Education, the names of 14 additional schools were secured. From the two listings there was a total of 75 schools to which questionnaires were sent.

Included is a map showing the location of the schools to which questionnaires were sent. Those circled are the ones from which responses were received.



IV RESULTS OF THE QUESTIONNAIRE

This study was not intended to be statistically definitive. The number of schools queried was small, and the number of replies received, while satisfactory, do not warrant statistical treatment. There were 54 replies received, or 74% of questionnaires sent out.

From replies to the questionnaire it was established that eighteen schools teach graphic arts in the 7th and 8th grades only, while thirteen schools teach it in the 9th grade only.

The period of contact with graphic arts varied from two weeks to thirty-six weeks. The majority of schools (18), however, seemed to require either six, nine, or eighteen, weeks of work in this field.

The length of the class periods varied just as did the length of the courses, although the variations were not as great. The periods varied from 40 to 90 minutes. There were five schools that use 60-minute periods while eight schools showed periods ranging from 50 to 55 minutes.

The number of class periods per week again differed but for the majority of the schools responding 5 periods per week appeared to be customary.

Most junior high schools provided contact with graphic

arts for either one or two semesters, only one school indicating that it offered as much as six semesters.

"Are printing courses taught in the junior high school?" Twenty schools answered "yes," while four answered "no."

"Is graphic arts taught as a unit of a general shop course in the junior high school?" In 16 schools, areas of graphic arts are covered as a part of general shop. Nine schools did not teach it as a part of the general shop.

V. AREAS OF GRAPHIC ARTS TAUGHT

In all responses from schools that were teaching graphic arts, hand composition was included. While 20 schools also included platen press work, other areas which were also mentioned included linoleum block cutting, bookbinding and **silk** screen printing in that order.

Rubber stamp making, paper making, and duplicating processes were taught by one school each. There were no schools teaching dry-point etching. However, three schools indicated other activities which were taught, such as blue printing and photography.

The amount of time spent in the various areas ranged

as indicated below:

- A. HAND COMPOSITION: $1/2$ to $3/4$ of the available time.
- B. PLATEN PRESSWORK: $1/4$ to $1/2$ of the available time.
- C. BOOKBINDING: $1/3$ to $1/2$ of the available time.
- D. SILK SCREEN PRINTING: $1/4$ to $1/3$ of the available time.
- E. LINOLEUM BLOCK CUTTING: $1/3$ to $1/2$ of the available time.
- F. RUBBER STAMP MAKING: Only one school indicated work in this area. Approximately $1/12$ of the 36-week course was spent in this area.
- G. PAPERMAKING: One affirmative response was received without indicating the time spent in this area.
- H. DRY-POINT ETCHING: No affirmative response.
- I. DUPLICATING PROCESSES: One affirmative response (the same as in F above) and indicating that approximately $1/12$ of the 36-week course was spent in this area.
- J. OTHER ACTIVITIES: $1/4$ to $1/2$ of the course time spent in other activities which included such areas as blue printing and photography.

VI. CONCLUSIONS

The following conclusions seem justifiable from the results of this study:

1. No particular area or activity (excluding hand composition and presswork) appeared preferable for junior high school students. Actually any of the areas listed could be included in any of the three junior high school grades.
2. Most of the junior high schools which include graphic arts are teaching only in the five areas normally considered basic to the printing industry, namely: hand composition, presswork, bookbinding, silk screen printing and linoleum block cutting.
3. Too little experimentation is being done with related graphic arts activities, such as: rubber stamp making, papermaking, duplicating processes (spirit, stencil and gelatine) dry-point etching and other activities.
4. General shop activities do not usually include the graphic arts activities.

VII. RECOMMENDATIONS:

Not much in all probability can be done about the length of the course, the length of the class periods or the number of class periods per week, but the content of a junior high school graphic arts course can be chosen so as to give the students a much broader picture than they appear to be getting, according to the responses, which were received on the questionnaire.

Hand composition on this level of education should be held to a minimum to accomplish the purpose of such instruction.

Permit the senior high school to provide the chief instruction in the usual activities of printing, such as hand composition and platen presswork. Use the junior high school graphic arts course to introduce and interest the students by contact with phases not generally taught in senior high school courses.

The information secured in this study could well be used as a basis for a State-sponsored workshop in graphic arts for the junior high school. It would be the intent of such a workshop to examine objectively present content of such courses and to propose expansion, revisions,

or deletions in presently conducted graphic arts courses. A suggested State course of study in graphic arts for junior high schools might well evenuate from such a workshop.

As an additional provocative basis for discussion, the author suggests a proposed course of study in the (Appendix, Part B). The content is both a result of the present study and of his own experiences in the field.

VIII. APPENDICES

A. Questionnaire

B. Suggested Junior High School Course of Study
in Graphic Arts.

Dear Mr. _____ :

I am attempting to conduct a partial survey of graphic arts as taught in the Junior High Schools of Illinois. This is being done as part of the requirements for a Master's Degree at Eastern Illinois State College, and under the direction of Dr. Russell E. Landis. It is hoped that the results may provide the basis for a State instructional outline for graphic arts in the Junior High Schools of Illinois, and also to inform graphic-arts teachers in Illinois of present practices and trends in Illinois.

Your cooperation in completing and returning this questionnaire at your earliest convenience will be appreciated by me.

Sincerely yours,

B.H.Franklin

Name of school _____ Location _____

Instructor _____ Title _____

(Please encircle proper answer or fill in with requested information as required.)

Grade or grades in which graphic arts is taught. 7th 8th 9th

Length of course in weeks. 6 9 12 18 36

Length of class period. _____. Number of class periods per week. _____

Number of semesters graphic arts is offered _____. Are printing

courses taught in the junior high school? Yes No Is graphic arts

taught as a unit of a general-shop course in the junior high school? Yes No

(In the list of graphic-arts activities given below, please indicate the following information: In the first column, which activities are taught in the junior high school; in the second column, the approximate amount of class time allotted to each activity; in the third column, the grade level in which that activity is taught.)

	1.	2.	3.		1.	2.	3.
A. Hand composition	___	___	___	F. Rubber Stamp making	___	___	___
B. Platen presswork	___	___	___	G. Papermaking	___	___	___
C. Bookbinding	___	___	___	H. Dry-point etching	___	___	___
D. Silk screen printing	___	___	___	I. Duplicating processes (spirit, stencil, gelatine)	___	___	___
E. Linoleum block cutting	___	___	___	J. Other activities	___	___	___

Thank you for your time and trouble. A summary of the results of this study will be sent to you.

IX. SUGGESTED JUNIOR HIGH SCHOOL
COURSE OF STUDY IN GRAPHIC ARTS

A. Bookbinding

Information to be presented:

1. Historical background of bookbinding
2. Uses and importance of the binding processes
3. Kinds of materials used in binding
4. Care and use of books
5. Essential tools and equipment
6. Avocational possibilities

Operations to be learned:

1. Jogging, cutting, gathering and folding paper
2. Make pads
3. Simple methods of sewing and stitching
4. Perforating
5. Gold and heat stamping
6. Numbering
7. Safety practices.

Suggested projects or exercises:

1. Make memo-pad
2. Bind a two ring notebook
3. Bind a photo-album
4. Bind a book made up of blank paper, or magazines
5. Repair a book

B. Silk screen printing**Information to be presented:**

1. Historical back ground of the screen process
2. Use and importance of the screen process
3. Kinds of stencil cloth and their functions
4. Kinds of stencils and their uses
5. Printing media used
6. Elements of photography as applied to the screen process

Operations to be learned:

1. Make the various kinds of stencils
2. Adhere the various kinds of stencils
3. Print with paints and inks
4. Clean silk after using various kinds of stencils
5. Print on textiles
6. Safety practices

Suggested projects or exercises:

1. Design and print on photo-graph album
2. Design and print on T-shirt or some textile using textile paint.

C. Linoleum block printing**Information to be presented:**

1. Historical background of block printing
2. Uses of block prints in the printing industry
3. Kinds of materials used

Operations to be learned:

1. Make a design
2. Transfer the design to the block
3. Kinds of material used

Suggested projects or exercises:

1. Make a seasonal design, cut and print
2. Make a design and print on the fly-sheet of the photo album

D. Rubber stamp making

Information to be presented:

1. Historical background of rubber stamp making
2. Kinds of materials used
3. Essential tools and equipment
4. Avocational possibilities

Operations to be learned:

1. Setting up the type for the job
2. Curing the rubber
3. Mounting the rubber stamp
4. Safety practices

Suggested projects or exercises:

1. Make a rubber stamp of the students name and address

E. Papermaking

Information to be presented:

1. Historical background of papermaking
2. Uses and importance of paper

3. Classification of paper
4. Various processes of papermaking
5. Selecting paper suitable for a specific printing job
6. Paper merchandising

Operations to be learned:

1. Obtain raw materials and make pulp
2. Mix color ingredients into pulp
3. Make the paper, drain, size, roll and dry
4. Safety practices

Suggested projects or exercises:

1. Make several sheets of paper and print on them by various methods

F. Duplicating processes (spirit, gelatin and stencil)

Information to be presented:

1. Historical back ground of the duplicating methods
2. Uses and importance of the duplicating processes
3. Kinds of stencils and spirit duplicating materials
4. Inks and paper used for duplicating

Operations to be learned:

1. Prepare art and copy for the various duplicating processes
2. Make the various kinds of stencils and spirit masters
3. Print copies with the various duplicators

4. Safety practices

Suggested projects or exercises:

1. Design and print on a spirit duplicator
2. Design and print on a stencil duplicator
3. Design and print on a gelatin duplicator

G. Photography

Information to be presented:

1. History of photography
2. Principles of camera operations
3. Principles of exposure
4. Principles of lighting
5. Principles of developing
6. Principles of print and enlargement making
7. Relation of photography to the graphic arts

Operations to be learned:

1. Operate cameras of various types
2. Use various lighting methods
3. Develop films
4. Safety practices

Suggested projects or exercises:

1. Make and operate a pin-hole camera
2. Complete a photographic assignment (indoors and outdoors)
3. Compose, light and photograph a "still life" or a "table top"

The above suggested course content would, of course, be adapted to fit each individual community and school situation. However, it is conceived that complete coverage of all areas would be much too great for an 18 weeks course, therefore, it should be modified to fit the local situation.

It is the opinion of this author that hand composition and press work should be incorporated into the senior high school graphic arts program, leaving the junior high school graphic arts content to introduce and interest the students with phases not generally taught in senior high school courses.

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