

TAKE A PICTURE OF IT

One way to get closer to living things is to photograph them. However, many students and instructors who try this are disappointed simply because they fail to get really close to their subjects. This is almost as true when the subject is a student demonstrating artificial respiration or a victory garden project or a scarlet fever placard on a front door as when it is a bluebird or the leg of a flea.

Several ideas in this issue, notably in the articles on bird photography and photomicrography suggest ways of getting close to the subject. There are others. Even simple box cameras may be fitted with cheap supplementary lenses which shorten the focal length, permitting sharp focus on nearby objects. (Focus before loading camera by holding a piece of ground glass at the open back, having the shutter open as for a time exposure.) An inexpensive holder for cut films may be fitted on a light-proof box behind many kinds of cameras, making it possible to obtain large images of very small objects. Or simpler yet—a piece of black paper with a pine hole in the center may be fastened over the lens, greatly increasing the “depth of focus.”

Popular literature is available for both the beginner and expert. This single issue of *THE AMERICAN BIOLOGY TEACHER* can merely introduce a few ideas.

My thanks are due the contributors and advisors who assisted with this issue, and particularly to the Editor-in-Chief—to whom has fallen many responsibilities which a guest editor might reasonably be expected to assume.

Lt. (j.g.) RICHARD F. TRUMP, U.S.N.R.

Guest Editor

Don't miss any issues of Volume VII. If you have not already done so, be sure to renew your subscription at once.

A PHOTOGRAPHY PROJECT FOR BIOLOGY

BIOLOGY STUDENTS frequently ask for suggestions on photography as a biology project. The chief difficulty appears to be in finding things to photograph. The following ideas may help you get started.

- I. Pictures of trees:
 1. Whole trees, taken against sky background to show typical shapes. Close-ups of bark.
 2. Illustrations of proper planting, bracing, pruning, and other care of young trees.
 3. Decayed places needing treatment or those already treated.
 4. Uses of trees: construction lumber, firewood, erosion control, windbreaks, shade, etc.
- II. Pictures of domestic animals:
 1. Different breeds of livestock, poultry: Care and feeding.
 2. Different breeds of dogs and cats; pictures illustrating proper or improper care and training.
- III. Pictures illustrating how man controls his environment:
 1. Series contrasting natural woods or prairie with cultivated areas. To show how man has altered natural conditions.
 2. Procedures to control undesirable forms of animal life such as insect pests.
 3. Various agricultural operations.
 4. Flood control, artificial plantings of trees, bird-feeders in use, etc.
 5. Hunting and fishing situations.
- IV. Pictures illustrating man's fight against disease:
 1. Quarantine signs on houses.
 2. Hospital facilities for medical treatment.
 3. Illustrations for rules of good diet, cleanliness, etc.
 4. Proper first aid treatments.
 5. Proper and improper means of garbage disposal, etc.
- V. Pictures of mammals and birds:

The easiest way is to place captives in natural surroundings, but such pictures should be labeled to indicate this fact—otherwise the photographer is a “nature faker.” (Ask to see the book, *Nature Photography Around the Year.*)
- VI. “Table-top” pictures:
 1. Aquarium and terrarium set-ups.

2. "Faked" scenes from nature.
3. Experiments or demonstrations arranged to convey a definite biological idea.

VII. Pictures of animal homes:

1. Bird's nests.
2. Dens in ground, trees, etc.
3. Nests on ground, rabbit, etc.
4. Different kinds of habitats where plants and animals live.

VIII. Pictures of snow scenes and animal tracks. Take them when sun is low so shadows will make tracks more prominent.

GENERAL SUGGESTIONS: Ask for books and articles on how to take *good* pictures. Don't try to take close-ups of small objects such as birds' nests unless your camera can be focused for such pictures. Remember that a picture is often more interesting if it includes a person *who is looking at the object you are photographing*. And above all, remember that your collection of pictures will be worth credit only if it is effectively displayed along with fairly complete notes about *what each picture means*.

B. L. EYESTONE AND RICHARD F. TRUMP
Keokuk Senior High School,
Keokuk, Iowa

DR. GEORGE LYNN CROSS, who has been serving as acting president of the University of Oklahoma since January 1, has been named as permanent head of the institution. Since joining the Oklahoma faculty in 1934 he has served as head of the department of botany, acting dean of the graduate college and acting director of the University of Oklahoma Research Institute.

GJERTRUD HJORTH SMITH, president of the Southern California Association of Life Science Teachers, has submitted mimeographed reports of the number of teaching projects which are the result of coordinated efforts of science teachers, counselors and principals. These consist of problems, outlines of teaching units, special courses and programs. Some of the material will appear in early issues of *The American Biology Teacher*.

MODERN METHODS AND MATERIALS for Teaching Science, by Heiss (one of the associate editors of *The American Biology Teacher*), Obourn and Hoffman, published by The Macmillan Company, contains a twenty-one page illustrated chapter on photography, including a list of sources of photographic equipment and a list of selected references.

THE CLEVELAND MEETING

THE REPRESENTATIVE ASSEMBLY met at the Hotel Statler, Cleveland, Ohio, September 15, 1944, for reports of officers and committees and transaction of necessary business. Miss Knauz emphasized that the membership goal still remains 3000. Mr. Russell reported that contributions by members, in response to Dr. Jeffers' invitation, totaled \$224.10. The board approved the continuation of *Special Issues* and *Conservation Units*. The price of back numbers of *THE AMERICAN BIOLOGY TEACHER* was set at 25¢ a copy or \$2.00 a volume. An elections committee was appointed, consisting of G. W. Jeffers, Chairman, Prevo. L. Whitaker and H. P. K. Agersborg, Lebanon, Illinois. A number of other items were considered, some of which will be discussed in future numbers of the journal.

The program session was held in the Pine Room of the Statler Hotel on Saturday, September 16, in connection with the fall meeting of THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. President Trowbridge, Glen Ellyn, Illinois, presided over the day session of the program and Past President M. A. Russell, Highland Park, Michigan, was in charge of the banquet.

The outstanding reputation of the speakers on this complete program was influential in bringing out the fine audience which attended all of these meetings. The consensus was that this was one of the finest programs to be presented by THE ASSOCIATION, for it was punctual, pertinent, varied, informative and most interesting. A cooperative, cordial and enthusiastic spirit was in evidence at all times. It was the local committee's careful planning which made this such a pleasant and worthwhile gathering.

The novel feature of this year's program was the Sunday morning visit to the Crile Museum.

The following program was presented:

Word of Welcome

Mr. M. A. Russell, Immediate Past-president, Highland Park Senior High School, Highland Park, Michigan.

New Fronts in Biology Teaching

Mr. Arthur O. Baker, Directing Supervisor in Science, Cleveland Schools, Cleveland, Ohio.

Here, There—Yesterday, Today, Tomorrow
Professor E. Laurence Palmer, Rural Education Department, Cornell University, Ithaca, New York.

The Need Among Teachers for Developing and Maintaining an Adequate Sense of Status

(Cont'd on p. 41)