



Hunt Institute for Botanical Documentation
5th Floor, Hunt Library
Carnegie Mellon University
4909 Frew Street
Pittsburgh, PA 15213-3890
Telephone: 412-268-2434
Email: huntinst@andrew.cmu.edu
Web site: www.huntbotanical.org

The Hunt Institute is committed to making its collections accessible for research. We are pleased to offer this digitized item.

Usage guidelines

We have provided this low-resolution, digitized version for research purposes. To inquire about publishing any images from this item, please contact the Institute.

Statement on harmful and offensive content

The Hunt Institute Archives contains hundreds of thousands of pages of historical content, writing and images, created by thousands of individuals connected to the botanical sciences. Due to the wide range of time and social context in which these materials were created, some of the collections contain material that reflect outdated, biased, offensive and possibly violent views, opinions and actions. The Hunt Institute for Botanical Documentation does not endorse the views expressed in these materials, which are inconsistent with our dedication to creating an inclusive, accessible and anti-discriminatory research environment. Archival records are historical documents, and the Hunt Institute keeps such records unaltered to maintain their integrity and to foster accountability for the actions and views of the collections' creators.

Many of the historical collections in the Hunt Institute Archives contain personal correspondence, notes, recollections and opinions, which may contain language, ideas or stereotypes that are offensive or harmful to others. These collections are maintained as records of the individuals involved and do not reflect the views or values of the Hunt Institute for Botanical Documentation or those of Carnegie Mellon University.

About the Institute

The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

ALLEN H. WETTER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

Dear Ida:

It was good to get
such a long letter from you and
to hear the details of your
travels. I thought that you
had known of Anne Myers
retirement although she did
not announce it until the
last moment. She may be
reached at 1319 E. Montgomery,
Wynnewood, Pa.

I am going to pass
your letter around and have
our folks add comments to

my note. Keep in touch with
us. It is good to hear of
the interesting things you
are doing. Please remember
me to Oscar.

Paul

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

ALLEN H. WETTER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

January 16, 1957

Mrs. Ida Langman
Lafayette 27-303
Mexico 5, D.F., Mexico

Dear Ida:

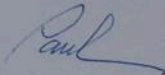
Some weeks ago I met with Mr. Robert Chambers, the Director of the Wagner Free Institute of Science, and discussed his suggestion of setting up a program at the Institute for visiting Philadelphia public schools more or less in their neighborhood.

Mr. Chambers asked me to recommend a possible teacher for this series and brought up the matter of a retired person from the Philadelphia public schools.

I immediately suggested your name but advised him that I was not actually aware of your future plans or availability. However, I thought it advisable to write to you in terms of this preliminary discussion and discover your interest.

Best wishes to you and Oscar for the New Year.

Very truly yours,



Paul E. Long
Director

PEL:mc

August 26, 1956

Dear Ida:

It was good to get a letter from you. It was forwarded here to me in Ocean City. I was wondering how your preparations were coming along and from your remarks I believe you have been kept pretty busy.

It was very considerate of you to take the time to meet with Mr. Shotz at the Academy. I know that you were able to give him much valuable advice and that your suggestions will pay him dividends in his Fall teaching.

I wish, however, that all of this was unnecessary. I know how much you want to continue your work in Mexico but we, in Philadelphia, are certainly the losers. There are very few teachers I have ever known who could have done the job you did in museum work. It was a real and distinct pleasure for me to have had the opportunity to be associated with you in your activities at the Academy.

This month at the shore has been of real benefit to all of us. As for myself, I have been able to uncoil and feel quite relaxed. I have been doing a great deal of surf fishing, with some success, too,

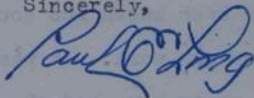
and it has been good for me. We have done nothing exciting and yet the days have passed quickly.

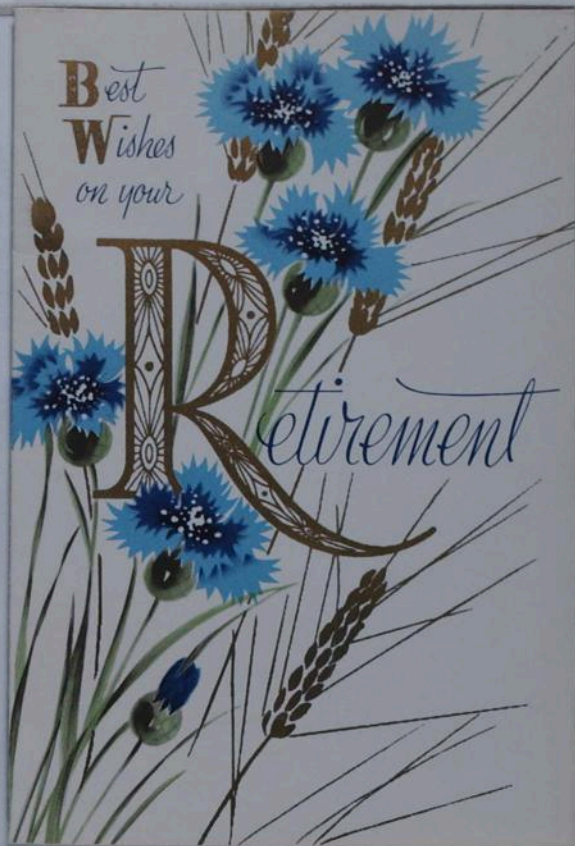
Woody has been taking private swimming lessons at the Flanders and seems to be doing quite well. I have been anxious for him to acquire the proper fundamentals and I am well pleased with what his instructor has done.

The office has kept in close touch with me but it seems as if August was a very calm month in the Division because I saw no reason for making a quick trip to the Administration Building. For this, Marion is glad. I believe she would have left me had I decided to do division work during this month.

Marion and I hope you and Oscar have the finest time possible in Mexico. Our best wishes go with you !

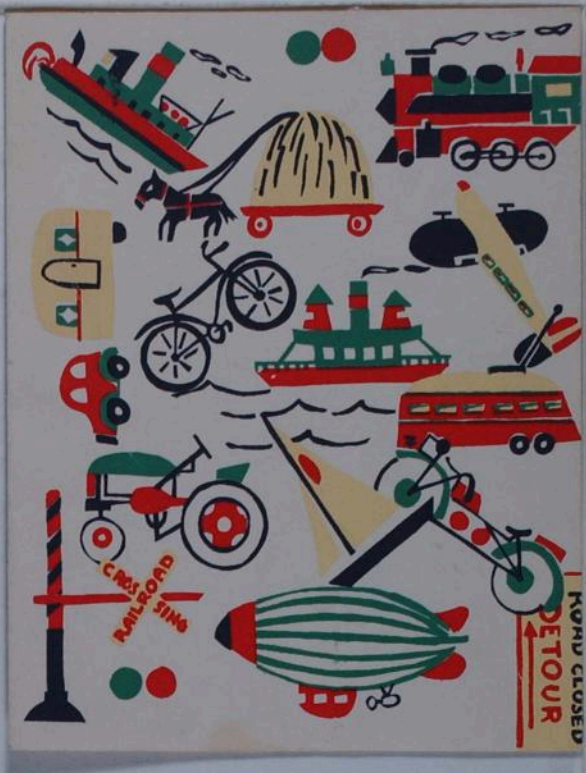
Sincerely,

A handwritten signature in blue ink, appearing to read "Paul O. Long". The signature is written in a cursive style with a large, prominent "P" and "L".



This brings congratulations
And the best
of wishes to you —
May coming years
bring all the joys
That you've
looked forward to

Division of Visual Education



Irene Abel	Mary Green
Louise Chamell	Sarah Messenger
Judy Berke	Marguerite Bordew
Carl Smith	Ev. Wille
James A. Baker	Barbara Cabryager
Margie Kevinsky	Fred C. Dauterich, Jr
H. Grant	E. Lyons
Molly Fearall	P. Lannos
Jan Dougherty	Horan G. Richards
Peggy Mertz	Joseph J. Campen
Peggy Keardon	Tom Work
Weda	Mary Emma Link
Lillian L. Jones	Phyllis Schmitt
Lily Amelia Kieberbach	John Mayher
Harriet St. Trudell	H. Rodolphe Roberts
Agar J. Wherry	
Walter Thompson	

No matter which
 way you go
 have a wonderful
 time

Quasli, Feeler
 Loree MacLellan
 Joe E. Powers

staff of anatomy & natural sciences
 1956

return
 1956

Please
return

To celebrate the newest recognition of her
scholarship,

To show how much we love her,

And to have a good time,

TEACHERS UNION
will give a party for
IDA LANGMAN

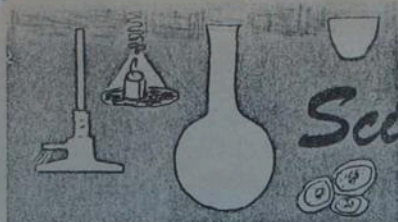
at the Solers' - 5243 Lebanon Avenue

FRIDAY, JUNE 22nd - 8:30

1956

no charge or collection

Will you join us?



Science Reporter

Vol. IV, No. 3

PHILADELPHIA PUBLIC SCHOOLS

PROMINENT EDUCATORS ANNOUNCE RETIREMENT

The impending retirement of Mr. Clarence Feick, Science Department Head at Bartram High, and Mrs. Ida Langman, Museum Teacher at the Academy of Natural Sciences, was publicly announced at the dinner meeting of the P.S.T.A. and Franklin Institute on May 2. Both Mr. Feick and Mrs. Langman were dinner guests of the Science Teachers that evening.

A native of Reading, Mr. Feick has had a distinguished career in the Philadelphia schools. His first appointment was to Southern High several years after his graduation from Lafayette College. To many of us, the fine quality of his mind is symbolized by the Phi Beta Kappa key he earned there as an undergraduate. Southern graduates of that time may well recall the arrival of the young man from Reading in the fall of 1916 because of his calm insistence upon the mental disciplines of the science he taught so well. Appointed to a Department Headship in 1930, he has since held that post at Southern and Bartram.

Mrs. Langman was appointed to her present post at the Academy of Natural Sciences in April, 1950, following previous assignments in the science department at Roxborough, Olney and South Philadelphia Girls High. When she was granted a sabbatical leave in 1949, Ida began the ambitious program of conducting a botanical survey of Mexico, a project which she will continue upon her retirement. Her fluent command of Spanish will be a great help in completing a task which has already been cited by the Mexican government. Ida's ability to inspire her students is indicated by the large number of letters school officials have received in praise of her work.

To both of these fine teachers we extend our best wishes with the hope that they will find much happiness in the ensuing years.

NEATHERY ADDRESSES PSTA AT FRANKLIN INSTITUTE

Wednesday, May 2, was an evening long to be remembered by those who attended the joint meeting of the Philadelphia Science Teachers Association and the Franklin Institute. A social hour featuring "Franklin Punch" was followed by an excellent dinner. The science-minded audience then convened in the auditorium to hear Mr. Robert Neathery, Science Department Head at Episcopal Academy, speak on the subject, A NEW TWIST. His repertoire of experiments was instructive and entertaining.

Bob Neathery was following a family tradition when he attended the University of Richmond and first acquired his love of science and experimentation. Graduate study at Columbia, Pennsylvania and Temple followed. Meanwhile, Bob had taught in the public school of New York State and at Danbury, Connecticut. In addition to his present duties at Episcopal Academy, Mr. Neathery also lectures at the Fel Planetarium. An active member of many scientific organizations, Bob is the president elect of the P.S.T.A.

DR. LAPP IS CHEMICAL SOCIETY SPEAKER

CREATIVE OPPORTUNITIES IN SCIENCE was the subject of an address by Dr. Walter Lapp, Overbrook High's Science Head at the Student Chemists Night of the American Chemical Society.

Each year the local chapter of the ACS invites teachers and outstanding science students of the Greater Philadelphia area to attend this dinner meeting. Some 300 guests heard Dr. Lapp speak at the general meeting following dinner. The past president of the National Science Teachers Association drew some smiles from the audience with his population statistics and a few unusual inventions, among which was a pearl necklace held together by magnetic attraction.

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS F. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

September 13, 1955

Mrs. Ida K. Langman
Academy of Natural Sciences
20th and Parkway
Philadelphia 3, Pa.

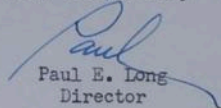
Dear Ida:

Thank you for sending me a report of the meetings of the American Institute of Biological Sciences. It looks as if you carried a rather full schedule for the period of the Institute. I was interested in your comment on the meeting addressed by Dr. Martin as the most stimulating of the entire program. What was particularly significant in his remarks!

I am asking Mrs. McCarty to hold the reprint of the article you wrote until you come into the office. I am glad to see that the memorandums required then were heavier than some I am obliged to ask you to file.

Best regards!

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

July 5, 1955

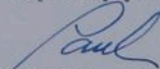
Mrs. Ida K. Langman
3509 Baring Street
Philadelphia 4, Pa.

Dear Ida:

Your request for leave of absence, without loss of salary, to attend the meetings of the American Institute of Biological Sciences from Sept. 5 to 8, 1955 has been approved by the Board of Superintendence.

Hope you are holding up under this terrific heat. Thank you for your very nice note sent to me at the close of the term. I hardly merit all of the nice things said, however.

Very truly yours,



Paul E. Long
Director

PEL:mc

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

March 26, 1954

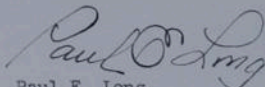
Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

Thanks for sending me the Asa Gray
Bulletin describing your trips to Mexico.

I found it very interesting reading.
Some time tell me how plant specimens are pre-
pared when they are sent from such trips to
the various museums.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

January 14, 1954

Mrs. Ida K. Langman
3509 Baring Street
Philadelphia 4, Pa.

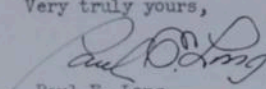
Dear Mrs. Langman:

I was glad that our principals and supervisors were able to hear of your work and the Academy's resources as you spoke at the Staff Meeting yesterday. Your remarks were right to the point and you were able to cover a great deal of ground in the limited time available.

From remarks made to me after the meeting I know that your presentation was very well received.

I am indebted to you for an excellent job.

Very truly yours,



Paul E. Long
Director

PEL/EM

To Principals - Public Schools.

January 12, 1970

First of all, I want to say, on behalf of the ~~Education~~ Department of Education of the Academy of Natural Sciences, that we welcome this opportunity to acquaint you with our institution and with the services that we have to offer the pupils in the Philadelphia schools. Some of you, I know, are already quite familiar with the Academy as a public museum, and with its educational activities, both for adults and young people. On the other hand, I'm afraid there are some of you who have not been in the Academy for a long, long time, and to you I want first to extend a cordial invitation to visit us and see for yourselves all the changes that have taken place in recent years. Do you still think of the Academy as a kind of mausoleum with dusty cases, piled to overflowing with even dustier specimens? Well, at the end of my talk I shall run through a few slides that I hope will change your mental picture of the Academy. I hope too, that they may stimulate you to come down to 19th and Race at your earliest opportunity (come with some of your classes!) and see what an attractive and interesting place we have just two blocks down from there on the Parkway.

Briefly, the Academy exhibits can be divided into the following groupings: on the first floor, North American animals and prehistoric life; on the second floor, animals of Asia and Africa; on the third floor, birds; and on the balcony, an exhibit on the Delaware River and one on rocks and minerals. In addition, there is a hall of changing exhibits, in which at present we have a display of animals of Australia and animals south of the border. In February, we will open a new exhibit on invertebrates with the emphasis on insects and seashore life.

These exhibits are used in a number of ways to form the bases of many different lessons. In these lessons, we have several aims: first, to stimulate an interest in the out of doors and develop an intelligent appreciation of the plants and animals in our part of the world and in other areas; to recognize the need for conservation of our natural resources and evaluate the usefulness of techniques employed so far; and finally to encourage an interest in natural history as the basis for a long lasting hobby or series of hobbies.

To publicize our educational program, we send out to the schools each term an announcement listing the lessons offered, and inviting the teachers to bring their classes down for one or more of these lessons. As soon as the announcements reach the schools, the phone begins ringing and, often, in the beginning of the term, there are days when the secretary does practically nothing but answer the phone. On the other hand, there are still a few schools that have never, in the almost four years in which I have been at the Academy, sent a class down for a lesson. I hope the information I put at your disposal today will help to break down the barriers that may have stood in the way of our becoming better acquainted.

Our lessons are based primarily on the exhibits in the museum halls, but a variety of additional visual aids are also employed in our classrooms: films, slides, mounted specimens and occasionally live plants and animals. For the most part, we try to keep the lessons on a single classroom basis. Sometimes, two or three classes, ~~depending~~ depending on the numbers, are rostered at the same time, but only of they are of a similar age or level of work. Actual teaching in the halls is ~~usually~~ avoided as much as possible, because of the distractions likely to be present, particularly in the spring when the high school students from nearby towns and suburbs invade the Academy on their annual trip to the big city.

After the lesson, the groups are taken out into the museum and they finish their visit with a tour of those exhibits that relate to the lesson. Lessons last an hour, but classes that wish to remain longer and tour the rest of the museum are, of course, welcome to do so. Or they may come early and tour the museum before the lesson.

The lessons which we offer range from second grade to the secondary school level. But we have at the discretion of the visiting teacher, sometimes taken first grades and have had very satisfactory results. Special classes, from all kinds of centers, such as sight saving, hard of hearing, orthopedic, etc. are brought regularly to the Academy and again the results indicate that the visits are of considerable value to the students.

For the senior high schools, where it is practically impossible because of roster difficulties to make arrangements for class visits, our program has been slightly modified. Each term we prepare a special lesson suitable for the secondary level, based on some section of the Academy's exhibits, and invite the senior high schools and vocational technical schools to send a selected group of students on a day set aside for their particular schools. Two, or sometimes three, schools are assigned to one day so that the classes may visit from 2 to 3:30 p.m. to 4:30 p.m. The session ends with the

material by means of discussion, slides specimens and examination of the appropriate section of the exhibit halls. The students receive an outline of the material covered to take back to school. After the lesson, the boys and girls are encouraged to explore the rest of the Academy and to leave their names with us if they wish to be kept informed of other educational activities sponsored by us.

Appointments for Lessons in the cases of elementary and junior high schools are made generally by telephone, as I have indicated, and the announcement sheet that we send out covers most of the information needed. Our practice is to try to accommodate the teacher on the day and at the time which he or she desires. But ~~xxxx~~ there are several problems in connection with this that I should like to call to your attention. Lessons are available from 9 A.M. to 3.30 P.M. Occasionally I might add, we take groups later in the afternoon, as for example high school clubs that can not get there until 3 or later.

Most teachers, of course, want to bring their classes some time in the morning preferably between 10 and 11 A.M. Their preference is quite understandable, given the time schedule most schools follow, and given the bus service that is available. The latter, I am afraid, most of us would have to agree is quite inadequate for our needs. However, I would like to point out that many schools have worked out techniques to circumvent some of these difficulties until the time they are eliminated completely. Some schools, for example, make their calls so early in the term, often before the announcements have gone out that they are fairly certain of getting the time they want

You may be interested to know, in this connection, that we already have all appointments for the spring term, one for as late as April 20. Other adaptations used by schools include adjusting schedules to the time available by shortening or lengthening the lunch period, bringing lunch to school, or during pleasant weather, arranging to eat lunch in Logan Square. Those schools in which the children can afford it, of course, hire buses of their own or come on the trolley car. Some day we hope to be able to provide lunch facilities at the Academy, as Franklin Institute does at present.

Now may we take a quick tour through the Academy by looking at the slides I have brought. On entering the Academy we have to the right the Hall of Earth History. This is the setting for our lesson on prehistoric life and early man. You are looking at the life size drawing of the duck billed dinosaur, and on the left you can see some of the exhibits on Early Man, including the now discredited Piltdown Man. This is being left in at present, with an appropriate explanation because of ~~xxx~~ the current interest in it. Above this hall, to the left, is the Story of the Delaware River, done in scale models, and prepared in cooperation with our own social studies collaborators. The exhibit begins with this scene of animal life along the river in pre colonial ~~xxx~~ days moves on through scenes of Indian and colonial life to this representation of the port of Philadelphia in 1683 and continues with scenes of contemporary activity along the river as shown in the scene representing a factory town. The balcony to the right features our exhibit of rocks and minerals and includes a gem display as well of precious and semi precious stones.

In the hall of changing exhibits, we have among ~~xxx~~ others, at present, this giant eater, and these two curious South American rodents, the paca and the vizcacha. The rest of the first floor is devoted to animals of North America and includes among others, this magnificent specimen of a giant Alaska moose and what is probably the most dramatic representation in our habitat groups- a family of Western mule deer leaving a sun lit meadow for the shade of the woods, where their most dangerous natural enemy, the mountain lion or puma lies in wait for them. Also on the first floor, soon to be moved into a more realistic setting is this case of smaller mammals of eastern United States. The exhibits of larger animals are used mainly in lessons on North American wildlife, saving our wild life, and adaptation in living things. The smaller ones are used in lessons on animal friends, furry animals, preparations for winter and nature awakens. On the second floor, where we go for our lesson in exploring Asia and Africa, we have among others this giant panda exhibit and what is probably the most popular habitat ~~xxx~~ group in the Academy, the lowland gorilla. The third floor is devoted exclusively to birds, arranged arranged according to habitat or geographically, or according to family as we see in this case of wild ducks. This hall is not only for such lessons as spring birds, winter birds, birds of prey, but also in lessons on animal friends, preparation for winter etc. Classes studying various regions of the world also go up to Bird Hall to see the most important or most striking birds in the area. You are studying

I Hope this brief resume of what we have at the Academy and the use we are making of our facilities, has helped to indicate how we are trying to contribute to the educational activities in the city. If there are questions I have not answered, please see me at the close of this meeting, or call or write directly to the Education Department of the Academy and we will do our best to help you.

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

November 24, 1954

Mrs. Ida Langman
3509 Baring Street
Philadelphia 4, Pa.

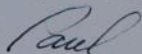
Dear Ida:

Very interesting! The article should
have quite a bit of reader appeal.

There is sufficient variety in the
letters to show the many opportunities offered
our schools.

Have a good holiday!

Very truly yours,



Paul E. Long
Director

PEL/EM

MEMORANDUM TO: Mrs. Langman

FROM: Mr. Huston

SUBJECT: Poem and Frontiers Article

12/2/54

Thank you for the 6-A poem from Room 304, Houston School, which I am returning.

I am following your suggestion about the Frontiers article with reference to a credit line. When the magazine appears, you may wish to send a few copies to some of the schools involved. You may tell us about that after the number appears in January. I assume it is not necessary to include the name of Mr. Long in this story or in any editorial comment.

-----0-----

THE MUSEUM THROUGH THE EYES OF YOUTH

Editor's Note: The almost daily presence in the Academy's Museum of public, parochial and private school classes is a fascinating and at times thrilling spectacle. Perhaps not known as well as it should be to members of the Academy, the school service directed by James A. Fowler is one of the major contributions to the life and training of the children of South-eastern Pennsylvania and nearby New Jersey. He is assisted by two full-time teachers—Lorene McLellan and Ida K. Langman, the latter from the staff of the Philadelphia School District. Claire Rimmer is secretary and Frank W. McLaughlin a part-time aid.

Classroom equipment and visual aids must be refreshed, replaced, modernized constantly. The great need, however, is substantial financial help so that the trained staff may keep pace with growing demands. The Department of Education is one outstanding reason why the Academy has an appeal to generosity, both in the form of current contributions and bequests.

The following article shows what the Museum means to children, told in their own language.

By I. K. Langman.

Classes coming to the Academy for lessons in connection with their school work often write thank-you notes on their return to school. We have selected a few from the many, not only because they show that the students find their visits enjoyable, but also because they are examples of the good work being done in many schools in the field of written English. In the light of criticisms of the schools, a little evidence on the other side will help to give a more nearly balanced picture.

After a lesson on "Nature Awakens," a second-grader prints in large, scrawly letters, "I enjoyed my trip today. I learned that the crow is black. I saw a robin with a red breast. I saw a twig with buds. Flowers come from buds. Thank you." Or it may be signed "Love and kisses."

A third-grade student, after a similar lesson, sends the following report: "On Monday afternoon, April 16, our class went to the Academy of Natural Sciences. We saw slides about birds, flowers and animals. Then we saw some birds and their nests. One bird was the Blue Jay. Then we played a game of guessing animals that sleep all winter. Last of all, we saw snakes, tadpoles and turtles. We even touched the back of a live King Snake. This trip was really fun."

Letters from older children indicate the growth and development expected in language skills. The following are taken from various sections of the city and from various grades. An eleven-year-old from South Philadelphia writes, "As you well know we are studying Africa this term. I've heard a lot about Africa but never did I dream I would come to study this fabulous continent. As you showed the slides of different animals, it seemed as if we were on safari. It really looked as if you took bits of Africa for some of the scenes." A classmate of hers writes: "Another peculiar animal we saw is the gnu. His

head is like an ox, his mane and tail are that of a horse and he has very unusual horns. In modern linguo, he really is 'something.'"

Another in the same class was evidently more impressed by a mummy. "I am going to save my money, and when I grow up I am going to take a trip to Egypt and become an archaeologist and explore all the unopened tombs of the Kings of Egypt. If no one beats me to it, that is." Another noticed the scorpion in the Tahr exhibit and writes, "My favorite hobby is astronomy (study of stars, planets, etc.) and in the winter there is a constellation in the sky called Scorpio, the scorpion, and I always thought that if there were a real one, it should be as big as an alligator."

Sometimes the note is brief, like this one by an eighth grade student from Mt. Airy. "We would like to show our appreciation for a delightful and most interesting afternoon. I especially enjoyed the live specimen which you shared with us." (This was probably the King Snake again.) "We do hope that we may find time in the near future to visit the Academy again."

Others are flowery. From a junior high school student in southwest Philadelphia we get this: "The variety, the beauty and the wealth of material we saw have inspired a desire to come on many more such visits. It is really next best to visiting the haunts of animals in far away places." Or this, from a younger student in the Oak Lane area: "I am writing this letter to express my sincere appreciation for your excellent supervision of our trip to the Academy. Never in a millenium have I enjoyed myself more than I did today. Natural habitats increase the splendor, interest and enjoyment of the exhibits. I am sure the class acquired a curiosity and an interest in wild animals of North America since our visit to the Academy."

At times one chance phrase lifts a letter out of the commonplace. "Today when I entered the Academy of Natural Sciences, I had a feeling of adventure." Or, "Thank you so much for brightening a dull afternoon." And, "For a long time now I've tried to tell people how wrong they are for shooting wild life. Not that I have ever convinced anyone, but I've tried."

Some of the most interesting letters are from children who have been in this country only a year or two. "I am thankful to you for being able to see and hear all the wonderful things. It is very interesting to learn about animals. I was in the Academy for the first time last year with the class, but I couldn't understand anything then, because I didn't know much English. Last year the lesson was about hibernating animals and because I didn't understand, the lesson wasn't interesting to me. I have been in many museums in Philadelphia but best of all I enjoyed the Academy of Natural Sciences. (I came from a village in Albania.)"

A Cuban boy was impressed by the explanation

Classes which come to Academy for lessons, in connection with their school little thank you notes
work, often write ~~in~~ their return to school. ~~This letter~~ ~~often~~
of these
~~We~~ We have selected a few ~~typical~~ letters from the many we have received ~~xxx~~ because they show
to reproduce below. They are of interest not only ~~for their~~ ~~expressions~~ of
the value of their ~~visits~~ ~~to~~ ~~our~~ ~~school~~ lessons here, and how much they
enjoy their visits
work being done in many of our schools in the field of written English. We think, that in the
light of many criticisms being leveled at the schools and their products these days, a little
evidence on the other side will help to give a more balanced picture.

[The letters come from the youngest children as well as the elder ones.] A
after a lesson on Nature Awakens
second grade letter may read, "I enjoyed my trip today. I learned that the crow is black. I saw
a robin with a red breast. I saw a twig with buds. Flowers come from buds! Thank you." Or
it may be signed "Love and kisses".

the fell wing report
A third grade student, after the same lesson, ~~writes~~, ~~this~~ "Sunday afternoon April 16
our class went to the Academy of Natural Science. [The Academy is located at Nineteenth and Race
Streets on the Parkway.] We saw slides about birds, flowers and animals. Then we saw some birds
and their nests. One bird was the Blue Jay. [The Phillies baseball team is called the "Blue Jays"
after this bird.] Then we played a game of guessing animals that sleep all winter. [Last of all
we saw snakes, tadpoles, and turtles.] We even touched the back of a live King Snake. This trip
was really fun".

Letters from elder children indicate the growth and development we would expect
in language skills. The following letters are taken from various sections of the city and from
various grades. For example, an eleven year old from South Philadelphia writes, "As you well
knew we are studying Africa this term. I've heard a lot about Africa but never did I ~~xxxx~~ I
would come to study this fabulous continent. As you showed the slides of different animals,
it seemed as if we were on safari. It really looked as if you took bits of Africa for some
of the scenes. ". ~~xxxx~~ A classmate of hers writes. "Another peculiar animal we saw is the
gnu. His head ~~is~~ is like an ox, his mane and tail are that of a horse and he has very unusual
horns. In modern lingo, He really is "something". Another in the same class was evidently more
impressed by the muday, for he writes, "I am going to save my money and when I grew up I am
going to take a trip to Egypt. And become an archeologist and explore all the unopened tombs
of the Kings of Egypt. If no one beats me to it, that is." Another noticed the scorpion in the

tahr exhibit and writes, My favorite hobby is astronomy (study of stars, planets, etc.) and in the winter there is a constellation in the sky called Scorpie, the scorpion, and I always thought that if there were a real one, it would be as big as an alligator."

from Mt. Airy

Sometimes the note is brief, yet appreciative. An eighth grade student writes ~~xxx~~
"We would like to show our appreciation for a delightful and most interesting afternoon. I especially enjoyed the live specimen which you shared with us. (this was probably our snake, of which more later). We do hope that we may find time in the near future to visit the Academy again." Some are more flowery in their expression, A nunier high student from south west Philadelphia says, "The variety the beauty and the wealth of material we saw has inspired a desire to come on many more such visits. It is really next best to visiting the haunts of animals in far away places." Or this from a younger student from the Oak Lane area, "I am writing this letter to express my sincere appreciation for your excellent supervision of our trip to the Academy. Never in a millenium have I enjoyed myself more than I did today. Natural habitats increase the splendor, interest and enjoyment of the exhibits. I am sure the class acquired a curiosity and an interest in wild animals of North America since our visit to the Academy."

Sometimes a chance phrase lifts a letter out of the routine, "Today when I entered the Academy of Natural Sciences, I had a feeling of adventure". Or, "Thank you so much for brightening a dull afternoon." X

Some of the most interesting letters are these from children who have been in this country only a year or two. Let me quote from just one. "I am thankful to you for being able to see and hear all the wonderful things. It is very interesting to learn about animals. I was in the Academy for the first time last year with the class, but I couldn't understand any thing then because I didn't know much English. Last year the lesson was about hibernating animals and because I didn't ~~know~~ understand the lesson wasn't interesting to me. I have been in many museums in Philadelphia but best of all I enjoyed the Academy of Natural Sciences. (I come from a village in Albania)." A Cuban boy was impressed by the explanation of country farming in connection with the lesson on the Delaware River, and writes, "I liked very much about farming instructions because my grandfather owns a farm. He also owns a hill that he doesn't know what to do with it. I'm going to tell every word you said to my grandfather". Sometimes, the new arrival knows more than the teacher. Here is a boy who had lived in the Belgian Congo for 11 of his 13 years with his missionary parents. He writes, "I don't believe that the gorilla

does not attack unless you have made him afraid. because some natives in Africa were near us and they had been attacked walking on a path."

excerpts

The following ~~xxxxxx~~ more or less speak for themselves. "The opportunity if teaching a live snake without fear is an experience that ^{was} all never forget." "It is very nice to meet the snake and you".

Some are wither moved, or inspired by their teachers, to burst into poetry.

The bird I saw, it had a head of brightly colored red
It had a breast of black and white, and it was such a lovely sight. It built a nest in our big tree and it taps out notes for you and me.

I learned about the Delaware ^{lover} of long ago
I found out there it started which wanted to know
The river looked better before the European came
Now it doesn't look a bit the same.
What a shame!

Oh how exciting it was to be, a visitor at the Academy where there is so much to learn and see
The stories and pictures were all so good ^{you} explained the facts and we all understood
We'll watch for these animals friends of ours and read about them to pass pleasant hours.

It would not be quite honest to leave the impression that all the letters are of an equally high level. For sake of light relief, and ~~for xxxxxxxx to xxxxxxxx~~ to give a more balanced picture, we choose the following:

"The little toad sang so well he could be in a opera.

I could not come because I had to go to the dentist. My father said he would take me, but he doesn't know where to go.

But most of all I like the diners here.

I am very interested in science, especially in animology (and he doesn't mean anatomy. I'm sure)

The stuffed animals looked so real as though they were human,

I enjoyed your conversation about superstitions, and I hope you put some sense in other people's heads, Good luck!

Thank you very much for wasting your time to take us through Africa and Asia

I knew hummingbirds were small but when I saw the ones at the museum. Wow!

1915

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOVER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

Dear Ida:

Terms seem to go pretty fast these days. Sometimes when I watch my youngsters growing up - the years go by entirely too quickly.

I don't want you to go on your vacation without telling you how much I appreciate all of the fine things you do at the Academy and how appreciative I am of the extra energy.

spent in doing those
things you are called on to
do not regularly connected
with your every day duties.

Have a grand vacation
and a lot of fun.

Sincerely,
Paul O. Long

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

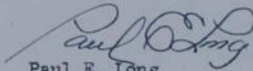
June 17, 1954

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

I have requested the Department of
Superintendence to grant your request for
leave of absence to attend the sessions of
the American Institute of Biological Sciences.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

June 3, 1954

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

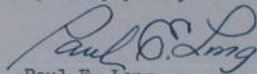
Dear Ida:

I was glad to read the letters from the children at the Edmunds School. They are being returned to you.

I have arranged to have pictures taken on Monday of the classroom exhibit.

Mr. Obermayer's comments were certainly very nice. I am glad that he took the time to write to Dr. Roberts and say the nice things he did.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS F. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

June 26, 1953

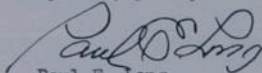
Mrs. Ida K. Langman
3509 Baring Street
Philadelphia 4, Pa.

Dear Mrs. Langman:

Very best wishes for a pleasant summer!
I hope that you are able to get a complete rest
and that the vacation is very enjoyable.

Thank you for all you have done at the
Academy of Natural Sciences during the past term.
I appreciate your cooperation very much.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

December 8, 1952

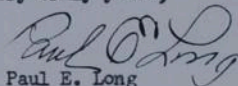
Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

Thank you for the copy of the letter
from Girls High School.

I think your reponse to it was very
much to the point. I hope you may be able to
change someone's viewpoint just a little bit.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

June 24, 1952

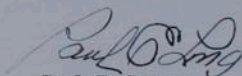
Mrs. Ida Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

My very best wishes for a grand summer!
I hope that you get the rest you deserve and find
many interesting things to do.

Many thanks for all you have done for
the program at the Academy. Your assignment
there was a real contribution to its educational
program.

Very truly yours,


Paul E. Long
Director

FEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
~~PAUL E. LONG~~
~~JOHN S. CUSHMAN~~ DIRECTOR
DIVISION OF VISUAL EDUCATION

XXXXXXXXXX
XXXXXXXXXXXX

October 1, 1952

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and the Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

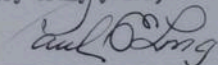
Dr. Cushman, in discussing the matter of the conference on October 13, emphasized the continuity of the general session and the small discussion groups.

The senior high school group will hear a statement by Dr. Alonzo Grace in the morning, and then will break up into small discussion groups. About the same situation will occur in all of the elementary school conferences. The most recent issue of School News and Views gives more details.

I cannot see what value it would be to you to attend a general session in one area of the curriculum and then go to another for a discussion of what has been said. Insofar as your most recent experience has been with the senior high schools, I believe it would be much more desirable for you to spend the entire time with an elementary school group.

I was very much interested in seeing the figures for September attendance. It looks as if you will complete bookings very shortly for the entire term, if you have not already done so.

Very truly yours,



Paul E. Long
Director

PEL/EM

THE ACADEMY OF NATURAL SCIENCES *of Philadelphia*

DEPARTMENT OF EDUCATION
James A. Fowler, Director

NINETEENTH AND THE PARKWAY
PHILADELPHIA 3, PA.
Telephone: RITENHOUSE 6-7622

ADULT NATURE COURSES - SPRING, 1952

The following courses for adults will be offered on Tuesday evenings from 7:30 to 9:00 P.M. for 10 weeks beginning March 11, 1952. A minimum enrollment of 20 students will be necessary to conduct a given course. If there is insufficient enrollment for any of these courses, the tuition fee will be refunded. Otherwise, no refunds will be made after registering for a given course.

ANIMALS WITH BACKBONES: An introduction to the mammals, birds, reptiles, amphibians, and fishes of the Philadelphia region. Instruction will be given in the identification of these animals. Illustrated with specimens, slides, and exhibits. **Instructor:** James A. Fowler. **Tuition:** \$7.50, Academy members; \$10.00, non-members.

BIRD STUDY: An introductory course in field identification of birds. Illustrated with slides, movies, exhibits, and specimens. Field trip. **Spring term:** Land Birds. **Instructor:** Quintin Kramer. **Tuition:** \$7.50, Academy members; \$10.00, non-members.

FLOWERING PLANTS: A course, for beginners, concerning the flowering plants of eastern Pennsylvania, emphasizing the common plants of the area through the use of specimens and pictures. Instruction will also be provided on collecting and the use of keys for identification. **Instructor:** Ida K. Langman. **Tuition:** \$7.50, Academy members; \$10.00, non-members.

SEASHORE ANIMALS: A survey of representative invertebrate animals of the seashore and how to identify them. Particular emphasis will be given to shells and shell collecting. Illustrated with specimens, slides, and movies. Field trip. **Instructor:** John D. Parker. **Tuition:** \$7.50, Academy members; \$10.00, non-members.

In addition to the above courses, a Lapidary Course will be offered on Tuesday evenings from 7:30 to 9:30 P.M. for 10 weeks beginning April 1. Enrollment will be limited to 10 students.

ROCK POLISHING: A course in cutting and polishing stones in the form of cabachons. Equipment will be furnished, but each student will need a waterproof apron. **Instructor:** Roger Millen. **Tuition**, including \$5.00 materials fee: \$12.50, Academy members; \$15.00, non-members.

Mrs. Mabel K. Andrews
Miss Charlotte M. Bishop
Mrs. W. W. Tomlinson
Mr. Albert Bloungby Jr
Mr. Robert E. King
Mrs. E. S. Fromuth
Miss Elizabeth W. Steinmetz
Mrs. Lira Whitehead
Miss Mary Croy
Mr. John H. Arnett, Jr.
Mr. James C. Blitch
Mr. Mrs. Daniel C. Gordon
Mr. James Mc Cluskey
Mr. Stephen Campbell
Mr. John Roub
Miss Elizabeth Wolfe
Mrs. Mary P. Sutton
Miss Isabel O. Milligan

Conrad

OK as is 2
 Shorted - #4, Small groups 4
 Trees - 8
 Aquatic 8,
 Monocot 5
 dicot 4
 non H. Pl. 3
 Useful - 2
 Wood - 1

 Terns - 8
 Sex + Common - 8
 D. lva - 9 1/2
 D. lva - 8
 names - 2 1/2
 H. Keys - 2
 Western - 5 1/2
 No " - 1
 Spread Int. m. - 7
 Great Teachers - 9
 Field Trip - 5

THINGAMABOB! DOJIGGER AND CO.
GROUND FLOOR 1701 NORTH GRATZ ST.
PHILADELPHIA 21, PENNA.

Have late interest in disjunctive of green
box, it merely being a small token of
appreciation for a hundred dollar course for
seven-fifty. Parenthetically, I still think
spotted wintergreen is one of the *Piperaceae*
till then

J. R. R. J. R. R.

EVALUATION OF COURSE ON FLOWERING PLANTS *for assets*

I think a survey course, such as the one given, would be useful as an introduction to other, advanced or more detailed, courses.

I think a survey course would be useful, but prefer one covering fewer groups of plants.

Instead of a survey course, I would favor a series of courses restricted to smaller groups of plants. (Check below any courses that might appeal to you. Add titles of other courses that you think might be given.)

- Trees and Shrubs of the Philadelphia Area
- Aquatic Plants
- Monocotyledons
- Dicotyledons
- Non-flowering Plants
- Useful Wild Plants of the Philadelphia Area (edible or medicinal plants)
- Important Plants of the World (used economically or as ornamentals)

I found the brief definitions of technical terms helpful

Reviewing the vocabularies could be omitted since most of the terms can be found in glossaries and dictionaries (but mean nothing without plenty of examples & definitions.)

I would the use of scientific names of plants as much as possible.

I would use scientific names as well as common names. (have for a science like all other languages must be gradually developed by association, not by nomenclature list)

I approve the use of the films shown during the course. I would omit the use of the films because (omit only if fall pupils are blind deaf.)

I would use slides at each class session to illustrate plants studied that day. helpful if subject has been seen on field trip.

I would use slides but (suggest other procedures.)

I found the ~~mimeo~~ mimeographed material useful.

I feel this material was unnecessary since most plant books contain keys.

I approve the use of herbarium specimens.

I find herbarium specimens of little value because

I would cover all the introductory material—glossaries, bibliographies, films on plants, collecting instructions, etc. in the first lesson. impossible

I would spread this material out over several lessons, as was done.

I like the use of guest teachers.

I prefer the same instructor for the entire course

I would have one, or more, regularly scheduled field trips with the course. (indicate how many and when they should be held.) weekly

Additional Comment: Teacher worked under a tremendous handicap of having a wide variety of pupil knowledge & background.

Course was very fine. Believe it's value to beginners might be increased by more field trips and repeated referring for use.

EVALUATION OF COURSE ON FLOWERING PLANTS

I think a survey course, such as the one given, would be useful as an introduction to other, advanced or more detailed, courses.

✓ I think a survey course would be useful, but prefer one covering fewer groups of plants.

Instead of a survey course, I would favor a series of courses restricted to smaller groups of plants. (Check below any courses that might appeal to you. Add titles of other courses that you think might be given.)

✓ Trees and Shrubs of the Philadelphia Area

✓ Aquatic Plants

✓ Monocotyledons

✓ Dicotyledons

✓ Non-flowering Plants

Useful Wild Plants of the Philadelphia Area (edible or medicinal plants)

Important Plants of the World (used economically or as ornamentals)

✓ I found the brief definitions of technical terms helpful

Reviewing the vocabularies could be omitted since most of the terms can be found in glossaries and dictionaries. *NO verbal explanation and drawings avoid especially Dr. Valencia's make terms more meaningful*

I would use the use of scientific names of plants as much as possible.

✓ I would use scientific names as well as common names.

✓ I approve the use of the films shown during the course.

I would omit the use of the films because

✓ I would use slides at each class session to illustrate plants studied that day.

I would use slides but (suggest other procedures.)

✓ I found the ~~mimeo~~ mimeographed material useful.

I feel this material was unnecessary since most plant books contain keys.

✓ I approve the use of herbarium specimens. *Though some specimens do not give clear picture of living plant*

I find herbarium specimens of little value because

I would cover all the introductory material—glossaries, bibliographies, films on plants, collecting instructions, etc. in the first lesson.

I would spread this material out over several lessons, as was done.

✓ I like the use of guest teachers. *The guest teachers have added much to the interest of the course by the discussion of fields in which they have specialized*

I prefer the same instructor for the entire course

I would have one, or more, regularly scheduled field trips with the course. (indicate how many and when they should be held.)

Additional Comment: *Field trips would be very valuable, but I, probably, would not be able to participate. Most Academies expeditions for everyone provide opportunity for field work. The use of fresh specimens in the class through the key for identification would be helpful.*

in helping us to remember various groups
 also to give a sense of organization. Just
 now I feel somewhat confused by
 the whole material. Perhaps I
 mimeographed about outlining large
 groups at the beginning. It would
 by the detailed help would be less
 confusing. The addition of tropical
 grasses and plants of commercial
 value has been most interesting.

- I would use scientific names as well as common names.
- I approve the use of the film shown during the course.
- I would omit the use of the film because
- I would use slides at each class session to illustrate plants studied that day.
- I would use slides but suggest other procedures.
- I found the blank mimeographed material useful.
- I feel this material was necessary since most plant books contain maps.
- I approve the use of botanical specimens.
- I find botanical specimens of little value because
- I would cover all the introductory material-alternative, bibliographic, time on plants, collecting instructions, etc. in the first lesson.
- I would spread this material out over several lessons, as was done.
- I like the use of guest lecturers.
- I prefer the same instructor for the entire course.
- I would have one or more, regularly scheduled field trips with the course.
 (Indicate how many and when they should be held.)

Additional Comments

EVALUATION OF COURSE ON FLOWERING PLANTS

I think a survey course, such as the one given, would be useful as an introduction to other, advanced or more detailed, courses.

I think a survey course would be useful, but prefer one covering fewer groups of plants.

Instead of a survey course, I would favor a series of courses restricted to smaller groups of plants. (Check below any courses that might appeal to you. Add titles of other courses that you think might be given.)

Trees and Shrubs of the Philadelphia Area

Aquatic Plants Non-flowering Plants

Monocotyledons

Dicotyledons

Useful Wild Plants of the Philadelphia Area (edible or medicinal plants)

Important Plants of the World (used economically or as ornamentals)

I found the brief definitions of technical terms helpful

Reviewing the vocabularies could be omitted since most of the terms can be found in glossaries and dictionaries avoid

I would use the use of scientific names of plants as much as possible.

I would use scientific names as well as common names.

I approve the use of the films shown during the course.

I would omit the use of the films because

I would use slides at each class session to illustrate plants studied that day.

I would use slides but (suggest other procedures.)

I found the ~~mime~~ mimeographed material useful.

I feel this material was unnecessary since most plant books contain keys.

I approve the use of herbarium specimens.

I find herbarium specimens of little value because

I would cover all the introductory material-glossaries, bibliographies, films on plants, collecting instructions, etc. in the first lesson.

I would spread this material out over several lessons, as was done.

I like the use of guest teachers.

I prefer the same instructor for the entire course

I would have one, or more, regularly scheduled field trips with the course. (indicate how many and when they should be held.)

Additional Comment: I am sorry I could not attend more regularly.

I saw not too familiar with scientific names but I approved of using them with the course on name, in that way making me familiar with them. The use of slides was definitely helpful and desirable.

these are impossible for me to attend.

EVALUATION OF COURSE ON FLOWERING PLANTS

I think a survey course, such as the one given, would be useful as an introduction to other, advanced or more detailed, courses.

I think a survey course would be useful, but prefer one covering fewer groups of plants.

Instead of a survey course, I would favor a series of courses restricted to smaller groups of plants. (Check below any courses that might appeal to you. Add titles of other courses that you think might be given.)

Trees and Shrubs of the Philadelphia Area	
Aquatic Plants	Non-flowering Plants
Monocotyledons	Useful Wild Plants of the Philadelphia Area (edible or medicinal plants)
Dicotyledons	Important Plants of the World (used economically or as ornamentals)

I found the brief definitions of technical terms helpful

Reviewing the vocabularies could be omitted since most of the terms can be found in glossaries and dictionaries
avoid

I would use the use of scientific names of plants as much as possible.

I would use scientific names as well as common names.

I approve the use of the films shown during the course.

I would omit the use of the films because

I would use slides at each class session to illustrate plants studied that day.

I would use slides but (suggest other procedures.)

I found the ~~mimeo~~ mimeographed material useful.

I feel this material was unnecessary since most plant books contain keys.

I approve the use of herbarium specimens.

I find herbarium specimens of little value because

I would cover all the introductory material-glossaries, bibliographies, films on plants, collecting instructions, etc. in the first lesson.

I would spread this material out over several lessons, as was done.

I like the use of guest teachers.

I prefer the same instructor for the entire course

I would have one, or more, regularly scheduled field trips with the course.
(indicate how many and when they should be held.)

Additional Comment:

In the time allowed for the course I think a survey of the plant world is good only if it serves as an introduction to other more detailed courses. In such a survey course more emphasis could be placed on the over-all picture of the plant Kingdom and the reasons for the botanist dividing it into
(over)

groups and families. The greatest difficulty encountered in the use of keys lies in a lack of a working knowledge of the descriptive terms on which plant classification is based. More discussion of these terms and practice in the use of plant keys would be helpful. While the films were good from the standpoint of general botany, I don't feel their contribution to the course as such merited the ~~the~~ time required for their showing.

To the layman and general public I feel courses as "Trees and Shrubs of Pennsylvania" and "Wild Flowers of Pennsylvania" would be of greater interest. They could serve suitably well as starting points for those who wanted to continue their botanical pursuits. In these courses I would give common names preference, but always mention the scientific names. The colored slides are excellent and enable the student not only to recognize new plants, but also properly associate names learned in the past. In these courses I would give herbarium specimens secondary importance.

The idea of guest instructors is good in so much as each personality adds flavor to the whole field of botany and widely extends the scope of possibilities in the field in the student's mind.

As to field trips, I would recommend at least one at the beginning of the course. If nothing else is accomplished, it would help to put the course on a more informal basis. At being informal the teacher was more successful than the class members.

I want to express my appreciation to the instructor and her assistants for what I have gained from the course. I fully realize the immense amount of effort they expended (beyond the call of duty) to carry out the purpose of the course in the limited time allowed. One of the greatest incentives for the student to continue his interest in botany is the enthusiasm displayed by the instructor for her chosen field.

EVALUATION OF COURSE ON FLOWERING PLANTS

I think a survey course, such as the one given, would be useful as an introduction to other, advanced or more detailed, courses.

I think a survey course would be useful, but prefer one covering fewer groups of plants.

Instead of a survey course, I would favor a series of courses restricted to smaller groups of plants. (Check below any courses that might appeal to you. Add titles of other courses that you think might be given.)

Trees and Shrubs of the Philadelphia Area ✓	Non-flowering Plants
Aquatic Plants	Useful Wild Plants of the Philadelphia Area (edible or medicinal plants)
Monocotyledons	
Dicotyledons	
Important Plants of the World (used economically or as ornamentals)	

I found the brief definitions of technical terms helpful *yes*

Reviewing the vocabularies could be omitted since most of the terms can be found in glossaries and dictionaries
avoid

I would use the use of scientific names of plants as much as possible.

I would use scientific names as well as common names.

I approve the use of the films shown during the course. *yes*

I would omit the use of the films because

I would use slides at each class session to illustrate plants studied that day. *yes*

I would use slides but (suggest other procedures.)

I found the ~~mimeo~~ mimeographed material useful but not enough to pay for all the effort involved

I feel this material was unnecessary since most plant books contain keys.

I approve the use of herbarium specimens.

I find herbarium specimens of little value because *they don't look like the plants I see!*

I would cover all the introductory material-glossaries, bibliographies, films on plants, collecting instructions, etc. in the first lesson. *Heavens no!*

I would spread this material out over several lessons, as was done. *yes*

I like the use of guest teachers. *yes*

I prefer the same instructor for the entire course

I would have one, or more, regularly scheduled field trips with the course.
(indicate how many and when they should be held.)

Additional Comment: *Is there room for course helping non-botanists to know what they are walking on as they hike through local parks and nearby fields and woods? "The warbler is singing in the ?? tree" How about some actual "lab" work? I have trouble with flower parts especially when they're small.*

In general, though I enjoyed the course and got much out of it I had one even more interesting if that is possible.

EVALUATION OF COURSE ON FLOWERING PLANTS

I think a survey course, such as the one given, would be useful as an introduction to other, advanced or more detailed, courses.

I think a survey course would be useful, but prefer one covering fewer groups of plants.

Instead of a survey course, I would favor a series of courses restricted to smaller groups of plants. (Check below any courses that might appeal to you. Add titles of other courses that you think might be given.)

wild plants of our own area

- Trees and Shrubs of the Philadelphia Area
- Aquatic Plants
- Monocotyledons *flowering and* Non-flowering Plants ✓
- Dicotyledons Useful Wild Plants of the Philadelphia Area (edible or medicinal plants)
- Important Plants of the World (used economically or as ornamentals)

I found the brief definitions of technical terms helpful *OK*

Reviewing the vocabularies could be omitted since most of the terms can be found in glossaries and dictionaries *no*
avoid

I would the use of scientific names of plants as much as possible. *not alone*

I would use scientific names as well as common names. *together*

I approve the use of the films shown during the course. *very much*

I would omit the use of the films because _____

I would use slides at each class session to illustrate plants studied that day. *OK*

I would use slides but (suggest other procedures.) *D. Wherry and M. M. Laughlin especially crowd*

I found the ~~mime~~ mimeographed material useful. *some what*

I feel this material was unnecessary since most plant books contain keys. *how true*

I approve the use of herbarium specimens. *with moderation*

I find herbarium specimens of little value because _____

I would cover all the introductory material-glossaries, bibliographies, films on plants, collecting instructions, etc. in the first lesson. *no*

I would spread this material out over several lessons, as was done. *yes*

I like the use of guest teachers. *yes*

I prefer the same instructor for the entire course *in conjunction with special guests*

I would have one, or more, regularly scheduled field trips with the course. *one*
(indicate how many and when they should be held.)

Additional Comment:

FOUKE FUR COMPANY



THIRTEEN TWENTY-EIGHT SOUTH KINGSHIGHWAY

ST. LOUIS 10, MO.

October 27, 1952

Mrs. Ida K. Langman
Academy of Natural Sciences
Logan Circle
Philadelphia 3, Pennsylvania

Dear Mrs. Langman:

We have your postal card of October 23 inquiring about the meaning and derivation of "MATARA" as applied to fur sealskin.

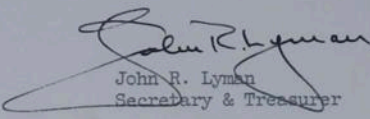
As processors we have developed and used several processes for sealskins. In order to distinguish among these processes, we have selected names which we have registered as trade-marks. We have three such names in common usage; they are "MATARA," "SAFARI" and "TRANSVELDT."

The trade-marks "SAFARI" and "MATARA" are applied in the main to United States Government and Canadian Government sealskins. Skins which are processed to produce a rich neutral brown are marked "MATARA" while skins which are processed dark brown with a deep plum cast are marked "SAFARI."

We trust we have answered your question.

Very truly yours,

FOUKE FUR COMPANY


John R. Lyman
Secretary & Treasurer

JRL:mas

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS F. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

July 30, 1951

Mrs. Ida K. Langman
2316 Delancey Street
Philadelphia 3, Pa.

Dear Mrs. Langman:

I just spoke to Dr. Boyer concern-
ing your request. He will approve your leave from
September 10 to September 17, 1951. *at 308 meetings*

Will you please fill in the en-
closed card and return it to Dr. Boyer as soon as
possible.

Best wishes for a very pleasant
trip.

Sincerely yours,

Paul E. Long
Paul E. Long
Director

PEL/HSC

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

June 21, 1951

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

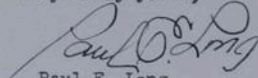
Dear Mrs. Langman:

The time is growing close to the end of another school term. I do not want these last days to slip by without saying "thank you" for all you have done at the Academy this year.

It is a very real pleasure to have a person like yourself on our staff. I am constantly reminded of your efficiency and willingness to help after each contact with you. I am so glad you accepted the appointment as a Museum teacher.

I hope you have a grand and restful vacation.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

May 29, 1951

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

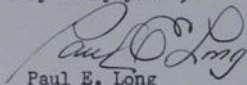
It was a very real pleasure to be present today when you taught the group from the Emlen School. Your enthusiasm and theirs was good to see.

I liked the varied approach you made to the actual gallery visit with the combination of slides, flat pictures and mounted specimens. In an experiment I once carried on with sound films I found that youngsters had to see the same animals with different backgrounds, in different postures and different views to make absolute identification certain. This was especially true of very young children.

I wonder if by combining the slide and the mounted specimen presentation at the same time there would be any value? I wonder if by concentrating the beam of the projector (without a slide in the carrier) on the specimen it would tend to direct the attention of youngsters to more specific observations?

Our youngsters who are attending the Museum are having a very fine contact with a very fine teacher when they are assigned to you. I hope you will never lose the very big kick you must be getting out of doing a very fine job.

Very truly yours,


Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
JOHN T. GARMAN, DIRECTOR
DIVISION OF VISUAL EDUCATION

PAUL E. LONG
ASSISTANT DIRECTOR

March 13, 1951

Copy for Mrs. Langman

Dr. Ellsworth Jaeger
Buffalo Museum of Science
Humboldt Park
Buffalo 11, New York

Dear Dr. Jaeger:

Thank you for your invitation to participate on the panel "Visual Education and Nature Study" on December 29, 1951 at 2.00 P. M. at the meeting of the American Nature Study Society. I am very sorry that I will be unable to be present.

However, I should like to suggest the name of Mrs. Ida K. Langman who is attached to our office as a museum teacher at the Academy of Natural Sciences for membership on this panel. Mrs. Langman is a very fine person with a great deal of originality. Her experience as a teacher on all school levels and her present assignment would make her an admirable selection.

If you should so desire I would be very glad to speak to Mrs. Langman concerning this meeting and have her get in touch with you if she is available.

My very best wishes for the success of your conference!

Very truly yours,

Paul E. Long
Director

PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

March 26, 1951

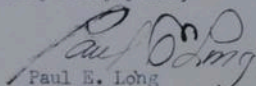
Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

I am enclosing a copy of a letter I wrote to Dr. Ellsworth Jaeger, Curator of Education at the Buffalo Museum of Science.

I received an answer from Dr. Jaeger today and he is very anxious for you to be part of the program on December 29, 1951 at 2.00 P. M. If you are still willing, will you please write to him at your convenience.

Very truly yours,


Paul E. Long
Director

PEL/EM

Author: Mrs. Ida K. Langman

Title of Paper: VISUAL AIDS AND NATURE EDUCATION
IN A LARGE CITY SCHOOL SYSTEM

Non-Technical Abstract of Paper

This paper presents a resume of the various techniques and kinds of equipments, generally considered under visual education, which are available to the teachers of nature education in a large city school system. The advantages and disadvantages of the various devices will be evaluated and the talk will be illustrated with slides, specimens, and sample equipment.

Presented before American Nature Study Society

Saturday, December 29, 1951 - 2 P. M.

The author is a museum teacher assigned by the School District of Philadelphia to the Academy of Natural Sciences.

Visual Aids in Nature Education

Thank you. (~~As Dr. Devereux has indicated~~) I wonder if I might begin by asking you to think of me as representing several individuals. Or ~~perhaps~~ perhaps I might say that I shall try to approach the problem of audio visual aids in nature education from several different points of view.

In the first place, of course, I speak as a teacher, both as a classroom teacher ~~with~~ with experience in the elementary and secondary schools, and right now as a museum teacher ^{Then,} who meets students from almost all levels of school life. Since all my teaching experience, ~~v~~ with the exception of summer camp work, has been in Philadelphia, my approach is naturally that of a teacher in a large school system, and I might perhaps add, as a teacher ~~with~~ of children whose environment for the most part is that of a large city.

Third, in preparing for this talk, I discussed the matter with my two bosses, my school system boss, Mr. Paul Long, director of visual education for the Philadelphia school system, and Mr. James Fowler, director of education for the Academy of Natural Sciences. So some of the ideas I present will indicate their thoughts on the various problems with which we ^{are} ~~shall be~~ concerned. And finally, I had ^{several talks} ~~an interesting conversation~~ on the question of visual aids with Mrs. Helen Devery Ross, whose official title is collaborating teacher in social sciences, but who is well known to many of you I'm sure, for her skill in helping both pupils and teachers in the preparation and use of many kinds of visual aids in science.

You know, my first reaction on coming to, after ^{realizing} I had promised to speak at this meeting was, "What in the world can I say about visual aids in nature education that hasn't already been said, especially to this particular group?" And if any of you have looked recently at a text on visual education like this one --- I think you exactly ^(the first time) ~~know~~ what I mean. I finally decided that perhaps I could persuade most of you to accept my talk as a kind of quickie refresher course on material with which you are probably already quite familiar.

I suppose the emphasis one gives to any topic under discussion is bound to be colored by one's own personal interests. In this case, my training in biology and specialization in botany, plus my present work in a museum whose exhibits are weighted on the side of animal groups, means that I may neglect the physical sciences aspect of nature education. As a matter of fact, Mrs. Ross feels that that is one of the weaknesses in our nature education as a whole. Whereas most of us are likely to point with alarm at the

comparatively small place ^{study} of nature ~~education~~ occupies in most of our educational setups, Mrs. Ross reminds us that even in that fairly ~~xxx~~ small group of classes where nature education is part of the group experience, the preponderance of material presented comes mainly from the field of living things, and other aspects of nature—rocks and minerals, stars, air and weather, magnetism and other natural forces are likely to be overlooked. And since ~~xxxx~~ she called my attention, I have been forced to agree that she is right. So I am especially grateful to her for letting us have some of her material here today, because in addition to its being good visual aid material, it will remind us that nature education should cover the physical ^{is} as well as the biological aspects of our environment.

Now I doubt whether in a meeting of this nature, much time needs to be spent on the whys of audio visual aids. When, as Mr. Long reminded me, we can still discover city children whose backgrounds has been so limited that they have no concept of what is meant by "green grass" or "running water", then certainly the field for visual ^{aids} ~~education~~ is still wide open. Such children may well show the effects of ~~this~~ retardation not only from the emotional and aesthetic points of view, but of course academically as well. For we all know, don't we, that reading readiness, just to cite one example, depends not only on basic mental ability, but on background and experience as well.

However, I will follow McKown and Roberts and state briefly the fundamental areas in which audio visual aids are of invaluable assistance: in motivating interest at the beginning of a unit of work, in clarifying ~~xxxxxx~~ material during the progress of a unit, and in stimulating further activity. Under clarification, I like the summary McKown and Roberts give of situations where audio visual aids are particularly useful: in simplifying complex phenomena, in bringing into understandable scale objects which are normally too large or too small to be appreciated, in making comprehensible actions which are ordinarily too slow or too fast to be seen, or are for various reasons inaudible or not generally listened to, and finally to make available experiences which have been missed because of the time element.

As to the aids themselves, I'm almost tempted to say just, "Turn in this book to page 14 and there you will find them all listed—listed alphabetically, and described + evaluated in as detailed a fashion as any one could wish for". I checked the list after I had prepared one myself and found them all there, including of course a few I hadn't thought of. Digitized by the Hunt Institute for Botanical Documentation of ^{the} ~~the~~ arrangement was different, better than alphabetical, my listing was in the order

of what I considered most valuable from the point of view of natural ^{sc} education. So if I do nothing else, perhaps I can stir up some discussion on the relative values of some of these aids.

First of all, do we ^{all} agree that in visual education the ideal experience is the direct experience? In the ideal set up, we study the squirrel and pigeon in the park, crabs and seaweeds at the seashore, the bull frog at the pond and the grasshopper in the field. That would seem to place the field trip as number one on the list, and I am ^{supported} backed in that view by no less than three authorities who are quoted by McKown and Roberts as saying, "The school journey is the most real and the most concrete of the visual techniques". The trip may be to ~~various~~ a variety of places: to the park in the city, to the suburbs at the ^{country} end of a bus line, or to a farm and open farther out, to the Zoo, to the Aquarium or to the Natural History Museum, ^{or as Dr. Palmer mentioned this morning, to the lawn or parkway.} Mention of the farm reminds me that we have here in Philadelphia a program which may well be unique. At least its director, Mt. Bertziam Lutton, assures me it is unique. It is a school farm run by the Schhol District. Here agricultural and horticultural courses are given to a selected group of students and the facilities thus provided are made available at the same time to school classes who want to see what a farm is like, ~~and what~~ what kinds of activities can be ^{seen there} ~~there to see~~, ^{There} transportation is provided by a special bus and by a station wagon which meets public transportation facilities. The staff at present consists of three teachers who take care of the regular students and the special visitors. The activities presented vary of course with the seasons, and the techniques used consists ^{ons} of a mixture of ~~xxxxxxdffffxxxxxxxxtat~~ direct observation, correlated films and discussi

In mentioning possible Philadelphia firsts, I think I ought here to remind you that Philadelphia was one of the first cities, and the Pennsylvania State Department of Visual Education was the first state education department to give official recognition to school trips. Yet we ~~still~~ have our problems with trips as I suppose many of you still have. Buses are too few in number, and those we do have are used for so many different purposes that only a small proportion of the groups who would like to take trips are able to do so. Of course, in neighborhoods where children can afford it, public transportation can be arranged for, but in what we have learned to call delicately "underprivileged neighborhoods", not only must the school provide the transportation, but sometimes even that has to be rejected, as for example, during the recent cold spell, when ^{several} ~~a~~ teachers called to cancel a ~~scheduled~~ visit to the Museum because the children had come to school so

In connection with trips, I might mention here an experiment we undertook last year in inviting a selected group of biology students from a group of neighboring high schools on an afternoon field trip. The excursions were arranged by Dr. Gladys Benner, curriculum assistant in science for the secondary schools, while leadership for the hikes was provided by the staff of the museum. This was made possible because visits to the museum are fewer in June and September, a time which happens to be excellent for excursions. The objectives of these trips were several, and on the whole we felt they were quite satisfactorily realized. We were interested in, among other things,

1. Familiarizing the students with the natural history resources of their neighborhood park.
2. Awakening in the students an appreciation of the various kinds of habitats to be seen in a small area and helping them to understand the relationships between these environments and the forms of life found there.
3. making more meaningful their classroom and laboratory experiences
4. Opening ^{their} eyes and ears, and other senses ^{there} of ~~the students~~ for that matter, to the many phenomena that most of them had never noticed. And thus
5. ~~maximizing~~ revealing the leisure time values of such excursions

^{when} The students selected reported back to their classes and, ^{it was no surprise} as would be expected the numbers asking to be chosen for the second trip showed a sharp increase over the already large number of original volunteers. One teacher had her classes select the students themselves, on the basis of reasons given by the applicants in talks before the groups— an excellent technique, I would say, of democratic choice.

A few words of caution might be in order here as far as field trips are concerned. First of all, the number of children for whom one adult is responsible should be kept at the lowest possible minimum. With young children, this might mean having several class mothers join the group to help supervise. With older students, the ideal situation, and may I stress the word ideal? will be to have a leader for at least every 12-15 students. Failing this, it will help to prepare ~~a~~ regular trip assignment sheets, with maps of the area to be visited, locations of objects of special interest, questions to be answered, etc. This of course presupposes a preparatory trip on the part of the leader, but then any one who has ever been responsible for such an activity does not have to be sold on the value of such a procedure.

I suppose a logical extension of the field trip idea will be the inclusion some day of summer camp experience, as part of the regular school program, or perhaps

sponsored by some other community agency. I don't envisage that as being put into effect ^{in too many places} anywhere within the immediately foreseeable future, although I think I have heard that beginnings have already been made in that direction. But there are many administrative problems involved, and there is the question of a 10 month versus a 12 month school year, etc.

~~xxxxxx~~
 However, the idea does have its possibilities and I think they should be explored, ^{at least in detail} ^{as a winter effect} the school farm in Phila. is already being used in the summer ~~for~~ ^{as a} in detail. Having mentioned the Museum, I want to explain that I do not plan to talk about the museum as a visual aid, mainly because that topic was covered ^{except in passing} ^{at one of} in yesterday's meeting.

And now having placed the trip first on the list, what comes next? Well, if Mahomet will not go to the mountain, then the mountain must go to Mahomet, or is it the other way round? If we can't always take the student out, let's bring the out of doors in. And lest we deprecate the worth of this substitute, as being only second best, let's remember that the field trip itself has definite limitations. At best it makes available at one time only a small segment of nature in time and space. For example, if on a field trip the group finds a caterpillar, in class that same group can watch that caterpillar go through all the rest of the changes in its life history. A walk along a creek may reveal the footprints of a raccoon, while in class a pet raccoon, a mounted specimen, or even just a picture, will show what the raccoon actually looks like. Then, too, time on a field trip is likely to be limited, so that often it may only provide an opportunity for collecting objects which will have to be examined and studied later in the classroom and laboratory.

Agreed, then, that we will try to bring the world of nature into the school, we start of course with as much living material as possible. Even at our museum, which some children have been heard to call the stuffed animal zoo, we try to have some living material on hand all the time for our classroom work. Our most popular exhibit, and one we try to have all the time for our lessons, is of course a snake. Generally we try to have a king snake, because they are so tame and well behaved. Lacking that we may have a garter snake or a black snake, but after having had one of our visitors bitten by a garter snake, we are not letting them handle that one again. In the school classroom there can of course be a terrarium, (one made by the students like this one is very good,) an aquarium, a nature corner and blackboard or bulletin board displays. Since in most cases, the amount of material displayed will be in direct ratio to the interest and enthusiasm of the teacher, Mr. Long feels that a school nature corner or nature room, school museum if you wish, is preferable to the

observation and use of the material. Lack of adequate space should not be accepted as an excuse for failure to start such a collection. Usually a thorough search for all areas not completely utilized will reveal hitherto neglected possibilities-cafeterias, hall tables basement space, etc. Teachers who share in the care and maintenance of these displays can be compensated for the time spent, by relief from other school supervisory duties. If you ~~think~~ feel that I am devoting too much time to this type of visual aid, listen to McKown and Roberts, "Not only should every school have a museum; every school can have a museum". And here is another quote, "No environment is so poor to afford no materials of value and none so rich as to require no supplementation".

The school greenhouse, an expanded terrarium if you wish to think of it that way, is another valuable adjunct to nature education. Only sometimes it becomes the pet project of one individual who either alone, or with the assistance of a select few students, uses it as a kind of hobby center in which to raise prize exotic plants, or perhaps turns it into a kind of semi commercial venture to raise funds for worthy school projects, by the sale of Easter plants, or seedlings for the neighborhood flower and vegetable gardens. Laudable as these efforts may be, they can not compare in importance with the availability of the greenhouse to all who may be interested. Its value should be judged in terms of experience provided for as many students as possible rather than in the more concrete returns of choice plants or financial ~~returns~~^{profits}.

Next in interest to the live material in class, I suppose would be the mounted material-particularly the animals. Certainly with younger children our mounted raccoon is almost as real as a live one would be, and much less trouble to care for. The same is true of this weasel in winter coat-only he serves a double purpose. (Mention polar bear,^{show} bat, mole shrew.)

Next on my list are television programs. You see I'm not one of those who says, "There's not going to be a television set in my house. not if I can help it". As a matter of fact I had no choice in the matter. Ours was given to us in payment of a debt (it's only a small one with a 7 inch screen, so you see it was a very small debt.) Since we have had it, my husband has become a rabid wrestling fan, with a special interest in watching women wrestlers! I have therefore good reason to be very much prejudiced against television, but in all fairness I must admit I consider it a most important medium of communication, which may however never be allowed to achieve its greatest potentialities in the field of general culture, exactly as has happened in the case of radio. However,

this is not the place to go into more detail on that subject, so let me say that I debated before deciding to place television here on the list, because from the point of view of bringing living material almost in the very classroom, it might almost be placed ahead of the use of mounted material, particularly in the case of live telecasts, not the motion picture type. of program. Certainly almost the next best thing yo going to the Zoo, is watching Zoo Parade. Here in Philadelphia, among the television programs available to the sch schools are some sponsored by the School District itself. One called "Science is Fun", is dir directed by Miss Lyda Ickler. Our Academy staff has participated in this program on several occasions, bringing to the screen such programs as "Making a Terrarium, Spring Birds, Winter Birds, Reptiles, The Seven Sleepers, Our Thanksgiving Dinner, Fruits and Seeds,"etc.

My one criticism of a television program is that there is no way of previewing it, no way of knowing how useful it will be for a particular group, no way of preparing for it. Perhaps in the future we may come to have viewing committees who will note outstanding pro grams, arrange for repeat performances of which the schools and the general public can be informed ahead of time, or perhaps arrangements can be made for the particularly merito rious programs to be recorded on film, as radio programs are now made available on trans criptions.

From ~~the~~ television we come very naturally, it seems to me, to the motion picture film. This is by now such a universally ~~xx~~ used and accepted visual aid that it is rather shocking to have a teacher say, as one said recently to Mr. Long, "Motion pictures are of absolutely no value in teaching". However, I think you will agree with me that such an individual is quite the exception these days, so I think I will make only a few brief comments regarding the use of films in nature education.

Silent pictures are pretty definitely on the way out. Here in Philad~~al~~phia, they are no longer on the requisition list. True, the silent film has the advantage that the commentary can be adapted to the group viewing the film, but then there is nothing to prevent the running of a sound film as a silent one. As a matter of fact, that is exactly what I do at the museum with a film we use in connection with our exhibit on the Delaware River. Most of the classes that come for this lesson are of the 4th and 5th grade level while in sections of the film, the language is definitely addressed to an adult audience. At these points, I shut off the sound and interpolate my own commentary until the language us used is easy to follow again.

On the comparative merits of color versus black and white film, particularly in the field of nature education, I don't suppose there can be any controversy. Yet

while color flow remains as extensive as it is, there
will continue to be unexplained use of black and
white.

The entrance of Walt Disney into the field of
nature films has occasioned great excitement, yes

while I think that films like Beaver Valley have great merit, yet for teaching purposes, I think I prefer a shorter, more compact film like, for example, the Encyclopedia Brittanica film on the Gray Squirrel. Likewise, many commercially sponsored films, while excellent in themselves spoil the film with crude advertising. The best, or perhaps I should say worst example of that that I can think of right now is one on the Everglades and the Seminole Indians which was produced by one of the tobacco companies. It was shown at the University Museum here last year at one of their Sunday afternoon film programs and as far as the advertising is concerned, it was completely wasted on me, because if I wanted to tell you who was responsible for the film, I would have to call Miss Moore at the Museum for the information.

In using films, the ideal situation would of course permit getting the film at just the appropriate time when it would be of the most value to the students. Yet, in a large school system, where demands outstrip by far the limited amount of material available, it's a question often of using what you can get when you can get it, a situation which most of us will agree is far from ideal. Ideal, too, would be the opportunity to keep the film as long as is necessary, long enough to preview it, prepare the students for its use, have the students see it once, discuss it, see it again and perhaps a third time, with possibly the students providing the commentary the last time.

Providing adequate equipment for all school groups is a serious problem, too. Few of us, I'm afraid, are in a set up where we have, for example, one 16 mm sound projector for each 200 students, as listed here as a minimum standard equipment! And you should see the rest of the list! ~~xxxxxxx~~ Some of us may not even have reached ^{the point} where we have one projector in each building. Even with one, there is the problem of working out means of carting the equipment around the building, and that has led to the suggestion that where much use is made of this type of aid, one room might ~~xxxx~~ be set aside as a visual education room, with classes rostered to the room as teachers request it.

Training teachers and students to run the machines is another problem. There is no doubt that having many operators increases the possibilities of misuse or abuse of the equipment, so again suggestions have come that one person be relieved of teaching duties to devote himself to visual education work entirely, or that a non-teaching assistant be hired to run the equipment and keep it in repair. But, although a non teaching assistant, without the professional qualifications of a teacher should be available theoretically at a lower salary, often such an arrangement is not possible for the reasons cited above.

demands a salary if not more than a teacher's, at least the equal of it. So in some schools, students have been trained as operators, and if this squad is large enough, there will be enough students free at various times of the day to meet the needs of the various classes.

In the field of film content, I want to raise the question of more biographies of famous naturalists. There are already available excellent films telling the stories of such scientists as Jenner, Pasteur, Goldberger, Semmelweis, etc. but their contributions were ~~mainly~~ in the field of applied science. ~~What~~ What about the naturalists, who helped lead people to a deeper and broader appreciation of the world around them? Their stories are all available: Audubon, Thoreau, Muir, Burroughs, Dall, Spruce, Darwin, etc. But where are the film versions of their lives? As children identify themselves with their heroes in the movies, why can't we help some of them identify themselves with some of the naturalists as they do already with Hopalong Cassidy, Sergeant Preston or Sam Spade?

On a final point on films—to those who prepare the catalogues: less general verbiage please, and more specific descriptions so we can tell if a film is ^{worth} even previewing.

Listing slides after films indicates that they rate lower ~~than~~ in value, yet on many counts I find I often prefer slides to films. The case for slides was admirably presented by Robert Struble in a fairly recent issue of Pennsylvania Forests. Among other things he emphasized the fact that films are expensive, are not usually issued in revised editions, and since they are made usually by some one person or group, the emphasis and sequence may not always suit all users equally well. Slides, on the other hand, may be rearranged to meet the needs of different groups, to emphasize special content or application and to fit into different time limits. Mr. Struble's hints to users of slides are equally valuable. Whenever possible, arrange your slides to tell a story, have the sequence clear, vary the slides so that long shots alternate with close ups, and cut down the pattern so that one slide does not stay on the screen too long.

As I ~~talk~~ talk about slides, some of you may take for granted that I am referring to the 2 by 2 Kodachrome slides which in recent years have gained much popularity at the expense of the older so called standard slides. But among ^{many} these who have used both types, there is not such a marked preference. True, the older slides are heavier and bulkier and require more space for storage. But as I shall try to show at the close of the talk they often seem to give a better ~~picture~~ picture than the new type. Certainly where there is such a library of standard slides it should be carefully maintained.

Standard slides are particularly useful where we want students to prepare their own. Again I refer to a text book like Mc Kown and Roberts for the details of preparation. You may be interested in seeing a few samples I have brought along of slides made by students under the direction of Miss Garfield of the Spruance School here. Although in the field of social studies and geography, the techniques used can be applied equally well to nature material. I understand that there are now available slides made of plastic, and they should be a great improvement on the breakable glass, but I have not yet seen samples of these materials.

At the museum we find slides particularly helpful when we deal with large groups and when the museum is very crowded. At such a time, instead of talking to the groups in the exhibit halls, we take them into our classrooms and by using photographs of the exhibits on slides, we can point out the things to be observed, discuss the exhibits, answer questions and then let the groups tour the exhibits without our having to compete for attention in a noisy crowded hall. ~~and without having the students get time.~~

Stereographs are a specialized kind of slide which seems to be coming ~~into~~ back into popularity recently. They are most useful, it seems to me, in showing scenes where there is considerable distance between the foreground and the background. But the old fashioned stereographs are limited in use because there is usually only one stereoscope in a class. If we use the newer 35 mm slides and project them, then ~~the~~ special viewers must be distributed, and even then we find that for people at the sides or at the back of the room, the pictures are somewhat distorted. However, for an enthusiastic user and advertiser of stereographs, I refer you to Dr. Paul Sedgwick of Syracuse University, who spoke on his experiences with them at the recent meetings of the Botanical Society and seemed most pleased with them.

I shall likewise skip hastily over film strips and opaque projectors only because I personally find them to be more trouble than they are worth. I know film strips take up comparatively little storage space, but I much prefer to cut up the strips into separate slides and then work out an arrangement for them and fit in a commentary that coincides with the needs of the group to which they would be shown.

As for the opaque projector, perhaps I have been too harsh. It does have a very definite place in projecting material that might otherwise have to be passed around post cards, pictures in books that cannot be removed and which could not be photographed ~~and of time.~~ But the machine is bulky and the few times I have seen it used, the

results were really not worth the trouble.

I find I have left the micro projector till almost the end, and should apologize for treating it so, for it is certainly a fine piece of equipment, the values of which seem almost too obvious to mention. I have a sample machine here for you to look at, and if any of you are particularly interested I shall be glad to go over it with you later.

We come now to all kinds of unprojected material-pictures, posters, ~~xxx~~ charts, maps, graphs, blackboard drawings and diagrams and cartoons. Here I might even mention comic books. Do you read Mark Trail? He occasionally does seem to be trying to put across authentic material on nature study and conservation in a manner that may influence youngsters. And have you seen the cartoons on biological subjects prepared by Miss Pettyjohn's students? Be sure, if you haven't already done so, to examine them on the table outside this room. And may I remind you in your collection of this material that you try to get again material on naturalists-their portraits if possible. If we want them to become familiar with these famous personages, they should be able to recognize pictures of them as they now recognize famous presidents, generals and movie stars.

One big problem in connection with this kind of material, after it has been mounted and labeled, where labels are needed, is finding adequate and convenient storage space for it. We, at the Academy, are still waiting for cabinets like the map cabinets used in libraries, in which to keep our collection of pictures and posters.

Another problem is making sure the material is seen by the entire group. If the illustration is large, there is no problem. If small, we should not expect those at the back to ruin their eyesight trying to see it. Material can be passed around, but often I prefer to have the pictures distributed around the room and have the students move from picture to picture. It's a good policy to give them a chance to move around ^{once in a while} ~~whenever it is possible~~. Or the pictures can be placed in a scrap book for students to borrow for examination. One word on labels. They need not always be titles. Questions often make the most stimulating labels. All of us, I know are constantly adding to our collections of this kind of materials and I have just put out here samples of different types of pictures from different sources in the various folders. And I'll call your attention to ~~only~~ a few of the samples.

One thing we might all try to remember is that we should try to avoid becoming too accustomed to using one type of visual aid to forget about the others. At the Museum, for example, in our lesson on Preparation for Winter, we use mounted twigs with leaves in ~~light colors, here I might show the cuter pictures of acorns with smooth colors, stems~~

of plants with seeds and fruits, pictures of the fleshy fruits which wither so quickly when picked, drawings to illustrate seed dispersal, mounted specimens of animals that hibernate, mounted specimens of birds that migrate and those that stay here, samples of bird feeders, bull frog preserved in alcohol, live turtles and snakes which ought to be hibernating, the museum winter bird exhibit etc.

How the time goes! And I haven't even mentioned the audio part of our aids. Most of you have used records, I know, mainly records of bird calls and frog songs. Once I heard a record of night sounds in the jungle, which was prepared for use in training our soldiers and it was most effective, to say the least. I understand that the new Peruvian exhibit at the American Museum of Natural History in New York, uses the same kind of sound effects as background for its jungle display-even to including the sound of the daily rain. I certainly want to see it soon.

Radio should be used, of course, particularly where it fits in with the work of the group. But often of course, there is ~~no~~ no such fortunate connection. So I suppose the amount of use made of radio depends on whether you believe in a well ordered curriculum and course of study, or whether you follow the idea of using what you can get when you get it. Transcriptions, of course, take care of this problem to the extent that they are available. They record, you know, a 15 minute program on a 16 inch record and you have to have a playback machine (and it is heavy) that will take a 16 inch record and run at 33 and a third rpm.

Are there any aids I haven't mentioned? Well I don't know that any one has ever used puppets in nature education and maybe it's about time that someone tried. At any rate here's an idea for next year's meeting.

Are we being narrow in listing our aids as appealing only to our eyes and ears? What about our other senses? I doubt that we shall ever reach the point, mentioned in Aldous Huxley's Brave New World, where they not only had the talking movies, the talkies, but also the smellies and the feelies. But certainly, when we study about bees, we can have a honeycomb with honey in it so that the students can taste the honey. Our young visitors at the museum always want to feel the fur on our mounted animals and the feathers on our mounted birds. And how you can tell that a snake isn't slimy unless you feel it? As for smellies maybe some day we can have vials of skunk perfume so that we can give our groups a whiff, but of course I would like the kind of vials that would take the whiffs right back into the bottles.

BUFFALO MUSEUM OF SCIENCE
HUMBOLDT PARK
BUFFALO 11, NEW YORK

EDUCATION DEPARTMENT
PUBLIC SCHOOL EXTENSION
ADULT EDUCATION
JUNIOR EDUCATION



January 30, 1952

Dr. Ida K. Langman
Philadelphia Academy of Natural Sciences
Philadelphia, Pennsylvania

Dear Dr. Langman:

The American Nature Study Society is most grateful to you for your contribution in making the 1951 program at Philadelphia so successful. I personally greatly appreciate your cooperation and generous help and thank you most sincerely.

Cordially yours,

Ellsworth Jaeger

EJ:jb

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
~~PAUL E. LONG~~
~~PAUL E. LONG~~ DIRECTOR
DIVISION OF VISUAL EDUCATION

~~XXXXXXXXXX~~
~~XXXXXXXXXX~~

November 6, 1950

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

I was very glad to be able to attend the lesson on the River Valley today.

I was particularly pleased with your manner with the children, the evident enthusiasm for your work, your discussion of future Academy visits, and the introduction you conducted before the tour.

I feel that much of the success of the tour will depend on the readiness of your group. That was the reason for my brief discussion with you on more visualization. The layout of the exhibit by a simple line drawing, I think, is important. Then line drawings of dams, water wheels, watersheds, erosion, etc.

There is considerable technical vocabulary (for an elementary school child) concerned with this particular exhibit. The more you can do to put these words into pictures, the more you will do to help the youngsters get the most out of their visits.

Congratulations on a mighty fine job!

Very truly yours,

Paul E. Long
Paul E. Long
Director

Thanks very much
Paul E. Long
PEL/EM

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

Louis P. Hoyer
~~ALEXANDER J. SKOOGAMK~~
SUPERINTENDENT OF SCHOOLS
Paul E. Long
~~JOHN F. GABMAN, DIRECTOR~~
DIRECTOR
DIVISION OF VISUAL EDUCATION

June 21, 1950

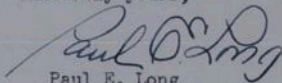
Mrs. Ida K. Langman
2316 Delancey Street
Philadelphia 3, Pa.

Dear Mrs. Langman:

The short time you have been attached to the Division has been a real pleasure for me. I know that this will continue as long as you remain with us. You are to be congratulated on the quick hold you took on things.

My very best wishes for a most pleasant and healthful vacation.

Sincerely yours,



Paul E. Long
Director

PEL/HSC