will be found references to the metric system. The labels indicate that a cleansing tissue measures 22.8 by 24.7 in.; a box of cornflakes weighs 8 oz. or 227 g.; one ounce of another cereal contains .15 mg. of thiamine and 1.275 mg. of iron; there are 88 cc. in a bottle of ink; a can of developing powder will make 3.78 liters of solution; and a motion picture film is 8 or 16 mm. wide. The students pass these containers around and see for themselves, perhaps for the first time, that metric units really are used in trade.

For the next few days the students gave oral reports on where they spent their vacations. This, of course, calls for mention of anything that may be of scientific importance, such as planetariums, aquariums, zoos, botanical gardens, geological formations, and medical buildings. The response is always good, usually 100 percent, and is the first step in giving the child an opportunity to assert himself and contribute to the class discussion. This is all very informal, with the idea of making the student feel at ease and less withdrawn.

Exploring is the keynote of our first weeks of biology. The first day the room is set up like a science fair with problem-solving types of experiments on the tables, student-made posters on walls and bulletin boards, exhibits of projects completed by last year's students, an electric game board, a "What Is It?" shelf, a "Believe-It-or-Not" table (i.e., a tomato is a fruit), cages of live animals, and a bookcase full of interest-challenging books (Magic in a Bottle). In opposite corners of the room, former students are ready to project color slides taken on field trips last year, and to show slides of pond water, blood, etc. Under the compound microscope, students are invited to spend the hour exploring the room to find out what they can about biology . . . Another type of field trip we use the first week is the "self-guided" tour of the campus. For this I give the students a list of things to to look for and to do at a number of specific places on the grounds (find the animal inside the gall on the oak leaf, watch the children at play in the park, etc.). Biological scavenger hunts are other good first week field trips which start students to observing . . .
Next we spend a few days exploring with a microscope. What better introduction to its use than a drop of pond water full of active protozoa? With no drawings to make or reports to give, we can have fun hunting for plants and animals. As on the field trip and room explorations, interest is aroused, questions arise.

I feel that chemistry is a wonderful place to show how the methods of science are not only useful but a "must" for progress. Therefore, I take time at the beginning of the school year to demonstrate the methods of science in action in industry. We start out by examining a manufactured article, such as plastic tag, a sample of colored cloth, or a sanding disc, and then trace the steps taken in solving a problem pertaining to the article. Let's say that the sanding disc came up for review as a competitive product. We first discuss how the teams of scientists and engineers could examine the product, then make a guess as to how such a product could be made. We try to imagine how these men would think as they endeavored to make a better product. As we discuss this we would have samples to handle and examine just as the engineers might. Next, we would try to find out what tests such a product might be put through. We would discuss testing as it is done in a laboratory and as it might be done in the field.

Where do we start? It makes no difference where we start, providing the important concepts are hit during the year. It may be Albino corn seedlings, insects—anything that will fire the enthusiasm of the stu-