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Editor and Advisory Board

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FROM TEACHERS IN THE FIELD

The Project in High School Science

The use of the project in teaching the high school sciences is one of the major means of holding the interest of those who are taking the course chiefly because of requirements for graduation or college entrance. No doubt it would be an excellent means of presenting an entire year's work but would require a good deal of the teacher's time to develop such a course of study. This obstacle might well be overcome by gradually introducing the project year by year until the complete field was covered.

I have employed the project in my science classes as a means of earning extra credit, usually giving a maximum of 5% added to the final grade for a satisfactorily completed project. In the field of chemistry we have used a number of things that resulted in the stimulation of the entire class and in many cases a complete change of opinion about the subject. One year we allowed the students to work in pairs and develop displays illustrating some chemical process such as the manufacture of ink, matches, glass, bakelite, perfumes, dyes, paints, baking soda, etc. I suggested several things, showing how they might be developed, but required that they make their own choice of topic, and work out the way in which they thought it might be developed. After we had talked these over individually, all were required to make a thorough study of the process chosen before they were allowed to start work on their display.

When all had completed their study and had collected the materials for their display, they were allowed the laboratory hour to arrange and mount them. In addition to the interest developed, all learned a good deal about their own particular process and in addition learned to do library research. Each group made a report to the class about their project and explained the display, so that in a way the whole class benefitted from the individual work.

Don D. Pettit,
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Cell Secrets

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on a three inch map. One enzyme in yeast hitches water to cane sugar and makes simpler ones. Then another changes the simpler sugars to carbon dioxide and alcohol. To attempt to discuss the important enzymes would more than fill this Bulletin. Let me conclude with a few illustrations.

If barley is soaked and then allowed to sprout, it forms these little workers in tremendous amounts. Now dry and grind the sprouted grain and you have malt. I do not need to tell you why malt has such a big sale.

Cheese is very largely a product of enzymes. One of them, rennin, clots the milk. At least seven others change the curd into cheese.

An enzyme called invertase can change cane sugar into a mixture of the sugars which make up honey. And so efficient is this enzyme that if you were to furnish one ounce of it with all the sugar it could act upon you would be obliged to supply it with thirty-one tons—nearly two carloads—of sugar.