etc. It is not enough that students be told where to find the literature. We all know that we actually need to perform a particular task to become proficient at it.)

3. The minicourse should provide an introduction to the support services offered by the college. (To this end, guest representatives of the college placement office and the academic advisement center discussed their respective services.)

4. The minicourse should provide an introduction to the various careers in the natural science field. (During the class sessions, academic advisors from the biology department discussed the professional requirements, academic preparation and employment possibilities in their respective areas. Included were environmental studies, wildlife management, forestry, agriculture, medical technology, allied health and teaching. The course also provided an opportunity to explore "cross-match" interests (e.g., biology and art may lead to a career in medical illustration.)

It should be apparent to the reader that we relied heavily upon resource people for assistance. We felt that two advantages were realized by involving such a diverse group of people. First, no one person (i.e., class coordinator) can keep up with trends in every vocation. We therefore involved the advisors for the specific vocational areas. As a possible second benefit, students may be less hesitant to seek advice at a later date, having met the faculty advisors in the minicourse.

There were some problems associated with the minicourse and we offer general suggestions to anyone contemplating a similar offering.

1. The course should be offered on a pass-fail basis.

2. There should be a limit on the number of credits a student might accumulate in such courses.

3. The class size should be kept small (i.e., under 20) to permit active participation by everyone.

4. Representatives of our "sister sciences" (e.g., chemistry) should be involved.

5. The course might be split into two sections, one for freshman who are not committed to a major and one for upper division students who need to know how they can apply what they already have.

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HAVE YOU HEARD ABOUT?

THE LIVES OF A CELL These thought-provoking essays originally appeared in the New England Journal of Medicine. Although concerned with serious content from all fields of science, they are written in an entertaining manner, sometimes reaching the witty. If you have students who are somewhat complacent about their understanding of scientific phenomena, these essays will serve to disturb their equilibrium. Don't miss reading them yourself. I believe that every biologist will find at least one new thought. Thomas, Lewis The Lives of a Cell; Notes of a Biology Watcher, The Viking Press, New York, 1974.