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समानो मन्वः समितिः समानी समानं मनः सहचिंतयेथापि।
समानं मनमधिमानत्रये चः समानेन चो हविषा जुहोमि।
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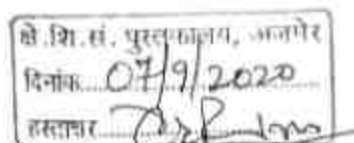
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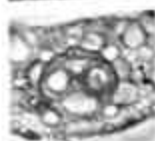
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Society for Environmental Communications,

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Phone: 91-11-2610882, 2610124,

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के लिए निश्चित अनुमति अनिवार्य है. हंस में
प्रकाशित रचनाओं में विचार लेखकों के अपने हैं
उन्में हंस की कानूनी अनिवार्य नहीं है. साथ ही
उनके मौखिक या अप्रकाशित होने का उत्तरदायित्व
भी संपादक और प्रकाशक का नहीं है.
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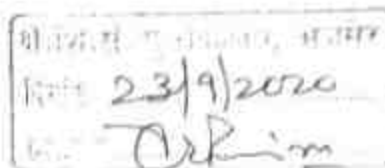
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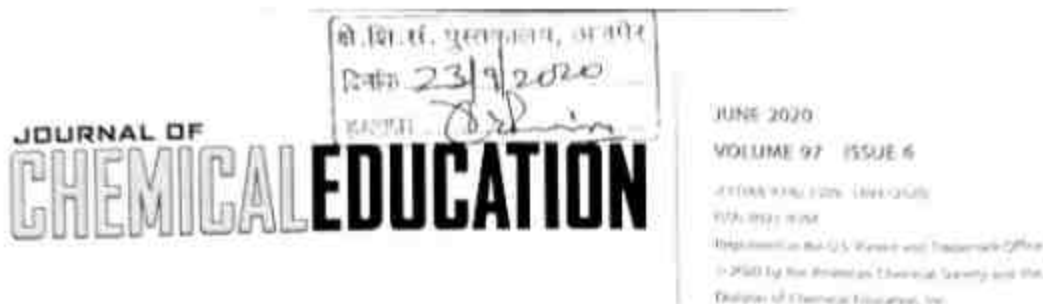
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ON THE COVER: Evoking affective responses from students studying chemistry may heighten their curiosity and further engage their interest in the subject, motivating them to delve deeper. In "Integrating Aesthetics Education into Chemistry Education: Students Perceive, Appreciate, Explore, and Create the Beauty of Chemistry in Scientific Photography Activity" (DOI: 10.1021/acs.jchemed.9b00857), Yuhou Ling, Jiamin Xiang, Kai Chen, Junyao Zhang, and Hongyan Ren describe microscale lab activities in which students photograph precipitation reactions using a smartphone with magnification. Students observe changes in color, shape, texture, and opacity in various reactions of metal salts with sodium hydroxide solutions, including with cobalt chloride (pictured on the cover), ferrous sulfate, and copper sulfate. Using a wider lens to perceive the complexity and beauty of chemical reactions coupled with an aesthetic approach to wonder why and how these changes occur can stimulate experimental inquiry, affective response, and creative outcomes, including high-quality scientific photography.

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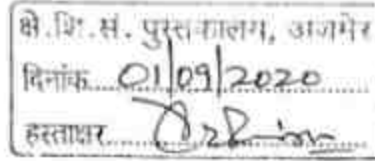
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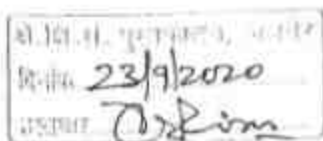
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Correction

In the May 2020 issue, the article "Investigating Using Lesson Study" had an error in figure 3. The solution for (d) should be $6\sqrt{2}$ inches.

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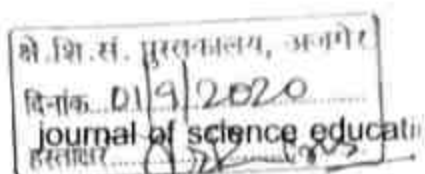
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श्री. वि. म. पुस्तकालय, अजमेर
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