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The Questionnaire

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THE QUESTIONNAIRE

The request for suggestions which was sent out with the September number of the Bulletin brought a flood of unexpected magnitude. The editor was quite inundated, and even now has only partially emerged. But it was a welcome flood, which showed clearly what the science teachers of Iowa wish in such a bulletin—wish individually. Collectively they are not in all respects agreed. For example, in response to the question concerning the type of article desired many expressed a wish for content, many for method, and many for both, or as some said, fifty-fifty. In other matters there was also an interesting variety in the demand.

The response also showed that the science teachers of the state are up and coming, alive no less to the opportunities of their respective situations than to the responsibilities.

In their efforts to make the Bulletin serve its purpose as effectively as possible the contributors and management will be greatly aided by the many excellent suggestions received. The number of these is so great that it will be impossible to take advantage of all of them in the course of a single year. However, we shall strive to satisfy as well as possible the most general demand. Incidentally let it be emphasized that the time for suggestions and critic-

isms has not expired with the return of the questionnaire, but that any such word our readers may have for us will be gladly received at any time.

The readers of the September number were unanimous in their response on one point. "Yes", they said, "continue the question box." That clears the way for us to say that the Box is yours, and that it will be a useful feature of the Bulletin if by your questions and your interest you make it so. Questions received before the end of the month will be answered in the next number of the Bulletin if the necessary wisdom can be found before the time of going to press.

QUESTION BOX

Question:

How can breakage fees be best handled in connection with the high school laboratory sciences?

W. S.

Answer:

First choice. Print breakage tickets carrying one dollar's worth of credit, similar to a meal ticket. Require pupils to purchase these; punch off breakages as they occur; return balance in cash at the end of the course.

Second choice. Check all apparatus out to pupils on an apparatus slip or file cards; keep a record of breakages as articles are returned; require payment at the end of the course and before grades can be awarded.

Third choice. Require a breakage deposit when the pupil enrolls; keep a record of breakages and deduct the amount when returning the balance of the deposit.

Fourth choice. Require that the pupil make settlement at the Superintendent's office at stated intervals, perhaps monthly, and submit the receipt before being allowed to continue laboratory work.

R. W. Getchell.