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borrow equipment for use in my basement from sympathetic university professors at three different universities. Some of the studies resulted in publishable material. As an upstairs scientist now in a university, I occasionally have interested people like Fox—perhaps younger and certainly not so well educated—working in my laboratory evenings and weekends. I can see no reason why his mentors Arthur W. Thomas, Lucy Hayner, and Polykarp Kusch could not underwrite and foster his studies by supplying some equipment and even funds.

Without condoning the actions of granting agencies, I would say that Fox's desire to be "independent" to the point of isolation precludes his desire to continue his research. Perhaps he wants to have his cake and eat it too.

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**Standardized Tests:****A Third Possibility**

La Fave's suggestion (Letters, 9 Oct., p. 171) that "objectively" scored essay tests be used as alternatives to multiple-choice examinations has merit but overlooks another suggestion he mentions later, namely problem solving. He suggests the virtue of a "problem-solving attitude," but he does not explicitly suggest a problem-solving activity.

Those of us who are experienced in teaching engineering students are aware of the value of problem solving as a student exercise and as an examination technique. Perhaps it is a suitable alternative to the multiple-choice-essay dichotomy. In a problem-solving activity on an exam, a student is given certain data and is required to use the relevant portions of the data to work to the answer requested. The final answer usually consists of a number and some qualitative designation—215 apples, 3.14 cm, 3.14 cm<sup>2</sup>. While most problems of this sort have more than one possible method of solution, there are not usually more than two or three suitable ways to solve for the requested answer. Problem solving as a testing technique is neither "multiple choice" nor "essay," but combines some of the better features of each.

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