Re: Calculating v[t], x[t], and t'[t] for an constant accelerated object.

Source: http://sci.tech−archive.net/Archive/sci.physics.relativity/2005−06/msg01089.html

- *From*: "Spoonfed" <jonathan.doolin@xxxxxxxxxxxxxxxxxxxxxx>

- *Date*: 10 Jun 2005 08:28:03 −0700

*** rD wrote:
> "Dirk Van de moortel" <dirkvandemoortel@xxxxxxxxxxxxxxxxxxxxxxxxxxx> wrote
> in message news:p8Dpe.6702$OP.504@xxxxxxxxxxxxxxxxxx
> |
> | "Sue..." <suzysewnshow@xxxxxxxxxxxx> wrote in message
> news:1118130196.430100.67420@xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
> | > <<
> | > I am currently studying
> |
> | You are too stupid for that.
> |
> | Dirk Vdm
> |
>
> Thanks Dirk but surely the amount of gain you get from study is inversely
> proportional to your level of stupidity so I will only had to study a very
> small amount to gain a massive amount of stupidity and be equal to you ?
> −−
> D & R *** E−field = Electric field, M−field =Magnetic field, two unbound
> field effects
> http://home.freeuk.com/paulps/
> Maybe updates. The spuds, beans and onions are coming up nicely. Ooh
> ah.{:−)

I think I heard a study that said that people learn the fastest when they already know 80% of what they are being told. In high school, I found that they spent about 80% of each year in math classes repeating what they did the year before. In getting my Master's degree in Physics, on the other hand, I had some classes where I had heard perhaps 20% of information before. I found I learned faster this way, but it was difficult to assimilate.

Up until I was working on my Master's degree, I didn't realize quite how much difference the competence and personality of the professor made. When you already know 80% of the information, you gain just as much by independent study. If you only know 20% you're just as

unlikely to move toward competency as the original discoverers.

When these original discoverers discovered an idea, it generally involved a lot of their own presumptions fitting into place, luckily or by design. It involved a series of questions they asked themselves over time, throughout their lives, and found answers to, whether documented or not−−answers led to more questions, each more specialized and less connected to our mundane existence.

Each person is naturally compelled to be curious about certain subjects, and they may develop their own jargon and mode of thinking about those subjects. If they get their higher education in those subjects, they will appear to be very intelligent because they will already have an infrastructure to place the ideas they hear at school. If they get their higher education in subjects they have not thought so much about, they may appear to be stupid, because they are attempting to memorize ideas which bear no relation to themselves.

.

- ***Follow−Ups***:
  - ♦ ***Re: Calculating v[t], x[t], and t'[t] for an constant accelerated object.***
    - ◊ *From:* *** rD

- ***References***:
  - ♦ ***Re: Calculating v[t], x[t], and t'[t] for an constant accelerated object.***
    - ◊ *From:* Dirk Van de moortel
  - ♦ ***Re: Calculating v[t], x[t], and t'[t] for an constant accelerated object.***
    - ◊ *From:* *** rD

- Prev by Date: ***Re: Imagine***
- Next by Date: ***Re: the basis of relativity***
- Previous by thread: ***Re: Calculating v[t], x[t], and t'[t] for an constant accelerated object.***
- Next by thread: ***Re: Calculating v[t], x[t], and t'[t] for an constant accelerated object.***
- Index(es):
  - ♦ ***Date***
  - ♦ ***Thread***