

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

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Source: <http://sci.tech-archive.net/Archive/sci.physics.relativity/2005-06/msg01121.html>

- *From:* "*** rD" <paulpsremove@xxxxxxxxxxx>
 - *Date:* Fri, 10 Jun 2005 23:24:54 +0100
-

"Spoonfed" <jonathan.doolin@xxxxxxxxxxxxxxxxxxxxxxxx> wrote in message
news:1118417283.823270.75530@xx

|
|
| *** rD wrote:
| > "Dirk Van de moortel" <dirkvandemoortel@xx>
| wrote
| > in message [news:p8Dpe.6702\\$OP.504@xxxxxxxxxxxxxxxxxxxxxxxx](mailto:news:p8Dpe.6702$OP.504@xxxxxxxxxxxxxxxxxxxxxxxx)
| > |
| > | "Sue..." <suzysewnshow@xxxxxxxxxxx> wrote in message
| > news:1118130196.430100.67420@xx
| > | > <<
| > | > 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

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| 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.

If its any help I have never been formally educated in anything {:-)

—
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• **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
- ◆ **[Re: Calculating \$v\[t\]\$, \$x\[t\]\$, and \$t'\[t\]\$ for an constant accelerated object.](#)**
 ◇ From: Spoonfed

- Prev by Date: **[Re: gyroscope levitation based on fluid or particle accelerators](#)**
- Next by Date: **[Re: Imagine \$i, j, \(-1\)^{-2}\$](#)**
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