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FRIDAY, OCTOBER 29, 1909

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THE RELATIONS OF COLLEGES TO SECONDARY SCHOOLS IN RESPECT TO PHYSICS

THE interesting meeting of physicists which was held at Worcester from the seventh to the tenth of September, as a part of the twentieth-year celebration of Clark University, was almost unique in the amount of attention secured, from a body consisting mainly of university or college teachers, for questions relating to the best methods of teaching physics and the proper relations of school physics to college physics. The credit for this, as for the many other successful features of the meeting, was largely due to Professor Webster, who arranged for a number of conferences to consider such questions as the following, proposed by himself, and took a leading part in the resulting discussions:

1. What can be done to give the public a greater knowledge of physics?
2. What is the object of teaching physics in school and college?
3. How shall we increase the popularity of physics in the schools?
4. Shall physics be taught as if all students were to be potential physicists?
5. Shall physics be taught with more mathematics or less?
6. Is it desirable that physics and mathematics be taught by the same teachers in the schools?
7. What proportion of time must be devoted to dynamics?
8. Is a course of descriptive physics alone without mathematics or laboratory work desirable?
9. Is it desirable that the college prescribe a course in physics?
10. Can the colleges be got to prescribe a course in physics for all students?
11. What is the proper function of general physics in the curriculum of the college of liberal arts?

Science

30 (774)

Science **30** (774), 577-616.

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