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## Some Observations on Teaching Bright Students

C. J. Lapp  
*State University of Iowa*

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metal but not in a linear fashion. Iron has the most marked effect, .01 per cent iron producing as much increase as 0.5% copper. The temperature coefficient is lowered, depending on the added impurity. The ratio of principal resistivities,  $\rho_0/\rho_{90}$ , is about the same as for zinc crystals, i.e. with no added impurities.

DEPARTMENT OF PHYSICS,  
STATE UNIVERSITY OF IOWA,  
IOWA CITY, IOWA.

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### SOME OBSERVATIONS ON TEACHING BRIGHT STUDENTS

C. J. LAPP

During the summer of 1935 bright students who were finalists in the Iowa Academic meet in Iowa high school physics were given college physics throughout the first six weeks of the summer session. These bright boys were under intensive observation during this period. Many unusual reactions were observed.

DEPARTMENT OF PHYSICS,  
STATE UNIVERSITY OF IOWA,  
IOWA CITY, IOWA.

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### ON TEACHING THE VERNIER CALIPER

C. J. LAPP

Fifty students divided into twenty-five pairs were studied. Twenty-five of them were taught by the usual method in laboratory while twenty-five were given instruction on the vernier caliper in the library. The following week both groups were given an actual performance examination. The results are surprising.

DEPARTMENT OF PHYSICS,  
STATE UNIVERSITY OF IOWA,  
IOWA CITY, IOWA.

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### AN OPPORTUNISTIC LABORATORY

JOHN A. ELDRIDGE

A laboratory has a joint function (a) to create happy attitudes and (b) to teach subject matter practically and realistically. It