In contrast with most science or engineering courses, the objective is to impart relatively little factual or cognitive knowledge to the student, but rather to let him acquire the skills to solve problems on the basis of whatever he has already learned, both in his previous courses and in his general experience. Apart from providing practice in solving problems and thinking in concrete terms, the course is aimed at giving the student confidence in his own ability. It surprises me each year how many students believe they are not yet equipped for problem solving or anything else-after fourteen years of education!

The course will consist of a number of units in which the class is given a few problems to work on while the instructor is available. Longer problems will be assigned as homework. Now, I rarely discuss a unit in advance, preferring at first to let the student work alone and offering help where necessary. Later I discuss and expand upon the problems. Some of the topics I anticipate studying at Verrazzano are order-of-magnitude estimations, apgraphing. proximate calculations, units, dimensional analysis, mathematical approximations, energy storage and conversion, steady-state and transients (applied to many areas), optimization-all at a level commensurate with sophomores' abilities. I may well require a design project at the course's end. I hope to work the course in such a way that it will be useful to all science students, not physics students

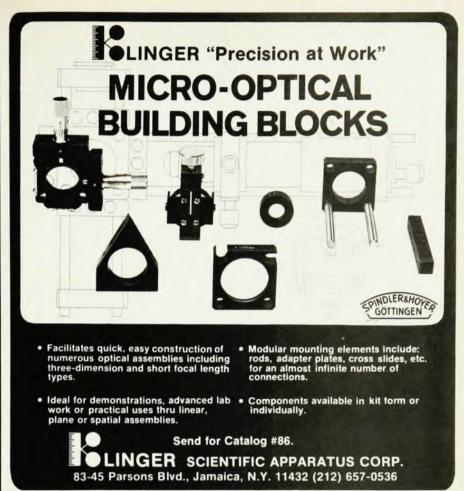
I will be more than happy to share my ideas and experiences with any of my colleagues who request the information.

> MATT YOUNG Rensselaer Polytechnic Institute Troy, New York

Shared employment

Having read the on-going comments of Ernest G. Fontheim and Jane Jackson (March, pages 11 and 13) with interest, it occurred to me that readers might be interested in SHARE, Inc., a new employment service in Colorado specializing in bringing the idea of part-time professionalism to fruition.

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Professor D. Amati, Leader of the Theoretical Study Division, CERN, 1211 Geneva 23, Switzerland,

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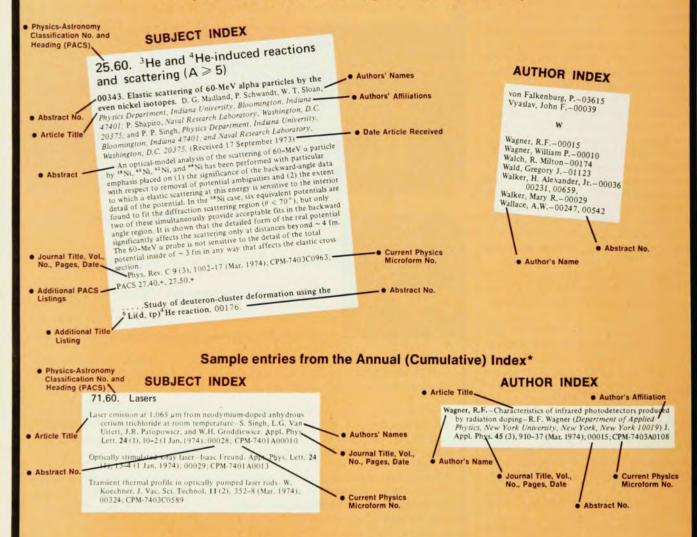
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More on matter waves

In his very interesting article "Fifty years of matter waves," (February, page 38) H. A. Medicus mentions the fact that "... only two years after the invention of holography by Dennis Gabor—the first experiments on microholography with electrons were carried out..."

It is of great interest to note that in his first papers on holography, 1.2 Gabor presented his method as a solution to the aberration of electron lenses in electron microscopy. He proposed holography as a method to reconstruct an electron "wavefront" by an equivalent optical wavefront, so that the imaging process be done with visible light for which good lenses are available.

References

1. D. Gabor, Nature, 15 May 1948. 2. D. Gabor, Proc. Roy. Soc. A197 (1948). DORIAN KERMISCH Xerox Corp. Rochester, New York

In his article Heinrich Medicus gives, from several sources, Max Born's accounts of his own influence on the work of Elsasser. The references in which Born states that he instigated Elsasser's work are from the 1960's. It may be of interest to note that essentially this account is also given by Born in the little book Experiment and Theory in Physics, first published by the Cam-



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