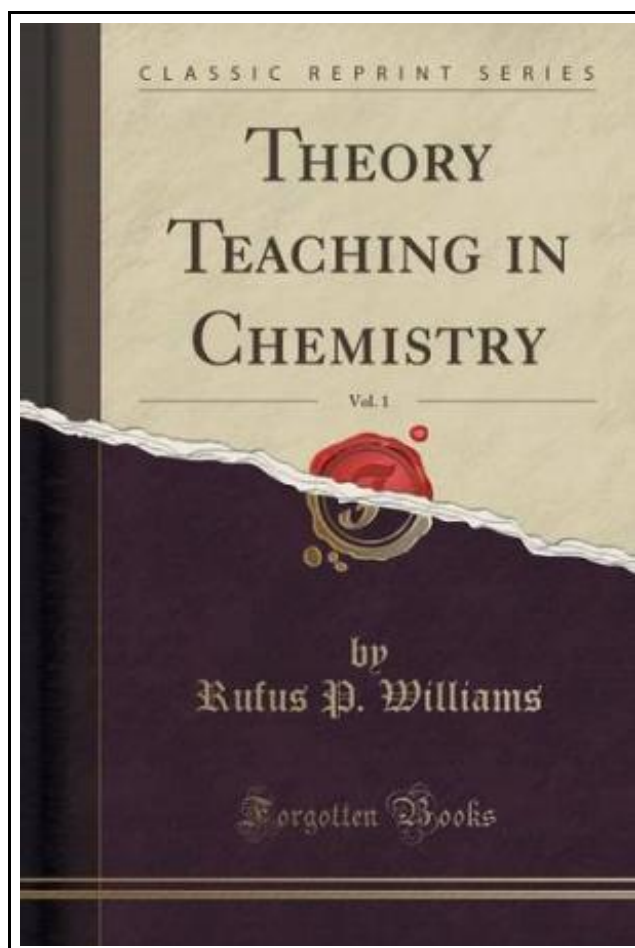


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book ***** Print on Demand *****.Excerpt from Theory Teaching in Chemistry, Vol. 1 It is my belief that every professional person, no matter how humble his station, should endeavor to contribute something to the sum of knowledge. If his position be that of a teacher in some secondary school, he can hardly be expected to engage in research work, but he can at least give the results of experience and observation in his particular sphere, record his methods, or state his views. Such record will be of value in proportion to the extent of his experience and the measure of his success. Even if neither of these latter be large, it may still serve a useful purpose. The teaching of a science like chemistry may be considered under three heads, - facts, laws and theories. Every teacher of the science, I suppose, inculcates more or less of each of these, but a wide difference exists in the relative quantity of time and effort directed to each of the three. Nor is it my intention to discuss these relative quantities, but rather to accent the one of the three which seems to be taking an inferior place in some schemes of chemical study. As facts form a basis for theories, so theories go before the enunciation of laws, and the discovery of every law is preceded by a mental theory, which, formulated, and later verified by a multitude of facts that can be predicted, becomes the embodiment of a law. If not capable of fulfilling these two conditions, verification and prediction of phenomena, it finally drops out of science as an exploded theory. What is law? And wherein is the knowledge of a...



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