

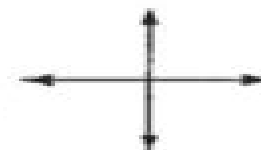
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27-2

Polarization



The amplitude of a light wave has magnitude and direction and can be represented by a vector. Polarized light vibrates in a single direction and is represented by a single vector. To the left, the single vector represents vertically polarized light. The vibrations of non-polarized light are equal in all directions. There are as many vertical components as horizontal components. The pair of perpendicular vectors to the right represents non-polarized light.



1. In the sketch below, non-polarized light from a flashlight strikes a pair of polarizing filters.

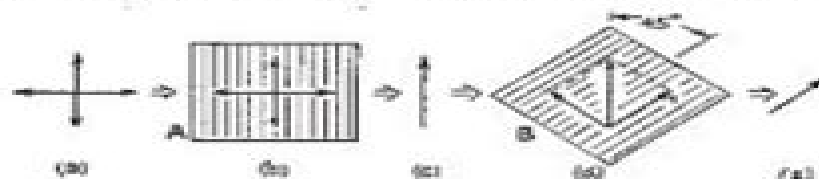


- a. Light is transmitted by a pair of polarizing filters when their axes are (aligned) (crossed at right angles)

and light is blocked when their axes are (aligned) (crossed at right angles).

- b. Transmitted light is polarized in a direction (the same as) (different than) the polarization axis of the filter.

2. Consider the transmission of light through a pair of polarizing filters with polarization axes at 45° to each other. Although in practice the polarizing filters are one atop the other, we show them spread out side by side below. From left to right: (a) Non-polarized light is represented by its horizontal and vertical components. (b) These components strike filter A. (c) The vertical component is transmitted, and (d) falls upon filter B. This vertical component is not aligned with the polarization axis of filter B, but it has a component that is — component t; (e) which is transmitted.



- a. The amount of light that gets through Filter B, compared to the amount that gets through Filter A is (more) (less) (the same).

- b. The component perpendicular to t that falls on Filter B is (also transmitted) (absorbed).

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Hussin A.Rothana



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Writing on the Wall Philip Van Notten, 2005 Although the significance of 9 11 is subject to debate it is symbolic of a general sentiment of discontinuity whereby society is vulnerable to undefined and highly disruptive events Recent catalysts of this sentiment are eye catching developments such as the SARS Severe Acute Respiratory Syndrome and bird flu outbreaks the Enron and Parmalat scandals political assassinations in Sweden and the Netherlands regime changes in Iraq and Afghanistan and terrorist attacks in Bali Istanbul Madrid and various parts of the Middle East However recent discontinuities should not be seen as evidence that discontinuities occur more frequently now than they did before Looking back in history we see that disruptive processes are common For example 25 years ago few Europeans would have predicted the upcoming upheavals on their own continent the collapse of communism Berlin as the capital of a reunited Germany the wars in the former Yugoslavia the single European currency and the near doubling of the number of European Union member states Changes elsewhere have been no less discontinuous and unforeseen the fall of the Asian tigers the emergence of the Internet and mobile telecommunication and the presidency of Nelson Mandela Societal discontinuity is a relatively new area of concern in policy development Since the 1970s the consideration of change and discontinuity has gained some ground over predictive forecasting which tended to reason from continuous developments and linear processes Rather than making forecasting the future it has become popular to use scenarios as a manner to consider several possible futures Scenarios are coherent descriptions of alternative hypothetical futures that reflect different perspectives on past present and future developments which can serve as a basis for action Scenario development aims to combine analytical knowledge with creative thinking in an effort to capture a wide range of possible future developments in a limited number of outlooks Scenario development assumes that the future is uncertain and the directions in which current developments might range from the conventional to the revolutionary In theory scenario development is a way to consider future discontinuity However there are indications that the theoretical promise is not reflected in scenario practice Research has shown that scenarios do not consider the idea of discontinuity as a matter of course In our research we found that a scenario study would benefit from efforts to create and foster a culture of curiosity for exploring the future and the possible discontinuities rather than simply commissioning a scenario study to provide insights about the future Only then can one read the writing on the wall of future developments

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particularly ideal for trainee teachers is the Theory into Practice chapter that blends the pedagogy of History with learning theory I will certainly be recommending this text to all my student teachers Maggie Webster Senior Lecturer and RE Subject Coordinator Edge Hill University UK Chris Russell has provided a gem of a guide with lots of practical advice for the student and practising teacher of history in the primary classroom as well as a good book to read in its own right Marian Hodgson Head Teacher St Philips CE Primary School Litherland UK Index Medicus ,2002 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings

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