

Message to Congress: More Support, Not Less

'Twas the night after Congress came back here to spend
As little as possible before the year's end,
And all through the House and the Senate as well,
Research funds for tomorrow were felled by a spell.

Spending will increase for pensions and health,
But decrease for research that spurs national wealth.
Investments in education will wither away
Because public austerity is now here to stay.

I awoke with a start from this awful nightmare
To find that this tragedy was really out there.
Research and education can help give us the best,
But lacking either, we'll be less than the rest.

I threw open the window and yelled out below:
"This wounds our great nation! Which way will we go?
Will we build a great future with vision and verve,
Or shrink from the challenge and lose all our nerve?"

The answer, my friends, rests solely with you;
Don't watch it all happen, but act now and do
Whatever you can, and please take this vow:
"I will act with much vigor, and do it right now!"

It is good for us all to have self-reliance,
But now we must work to create an alliance.
Governors, executives, groups of any kind,
Must come together and be of one mind.

We must go to the House and forthrightly say:
"Support basic research without a delay!"
We must go to the Senate and forthrightly say:
"Support our universities with a much-needed ye!"

Let's get to the media, before it's too late,
To inform the public in every state.
Let's make sure our stakeholders are fully aware
Of all our good work, of how much we care.

University research helps the economy progress,
One percent of the budget is its total largesse.
Each buck invested yields 40 cents a year,
Nothing else in the budget returns as much, I declare.

For university research to remain so productive,
Action is needed that must be constructive.
What to use to tell Congress and have our full say?
Tomorrow's best labor-saving device—today!

MARTIN APPLE

*Council of Scientific Society Presidents
Washington, DC*

Physics Teaching in Context

Revising how we teach physics alters how people think about physics and that in turn changes physics itself. There is growing interest in changing the teaching of physics. But it is debatable as to what extent this movement is motivated by a de-

sire to communicate information about truly wonderful new discoveries and to what extent it is due to recent threats to cut funding for basic science research. Nevertheless, some obvious changes in teaching have already begun to appear in new methods and new curricula—the innovative use of computers and the inclusion of modern physics, for example.

continued on page 114

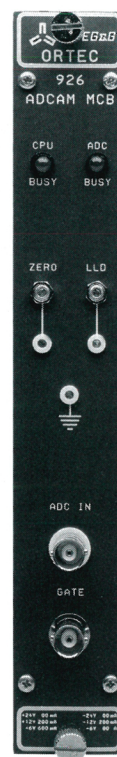
No PC Slot Available?

This MCA doesn't need one!

EG&G ORTEC's new Model 926 ADCAM® MCB interfaces to any PC via the Printer Port. No need for a slot in your crammed PC or laptop.

**Windows® 95
Compatible**

- 8k successive approximation ADC
- Conversion time <8 μ s
- Histogramming Memory with battery back-up
- MAESTRO™ MCA Emulation software
- Gedcke-Hale¹ dead-time correction
- ADC Gate, Busy, and Pile-Up Rejection inputs



*ADCAM is a registered trademark of EG&G ORTEC.

Windows is a registered trademark of Microsoft Corporation.

¹Ron Jenkins, R.W. Gould, and Dale Gedcke, *Quantitative X-Ray Spectrometry* (New York: Marcel Dekker, Inc.), 1981, pp. 266-267.

EG&G ORTEC
HOTLINE 800-251-9750

100 Midland Road, Oak Ridge, TN 37830 U.S.A.

Circle number 13 on Reader Service Card